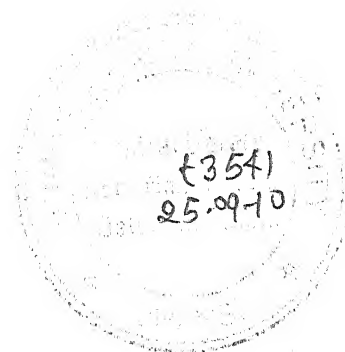


**COMPARATIVE STUDY OF RURAL AND URBAN
PARENTAL ATTITUDE TOWARDS PHYSICAL
EDUCATION AND SPORTS OF
N.C.R OF DELHI**

A THESIS

**SUBMITTED TO THE BUNDELKHAND UNIVERSITY
JHANSI FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY
IN
PHYSICAL EDUCATION
UNDER THE FACULTY OF EDUCATION**

Submitted by
HEMANT KUMAR



Co-Supervisor
DR. R.P. JHA
Former Head of M.D.I.P.E.S.
Bundelkhand University
Jhansi

Supervisor
DR. A.K. SRIVASTVA
Director , Physical Education
Delhi College of Engineering
Bawana Road, Delhi-42

**MAJOR DHYANCHAND INSTITUTE OF
PHYSICAL EDUCATION & SPORTS
BUNDELKHAND UNIVERSITY
JHANSI (U.P.)
2007**


CERTIFICATE

This is to certify that the work entitled "**Comparative Study of Rural and Urban Parental Attitude Towards Physical Education and Sports of NCR of Delhi**" is a piece of research work done by **Mr. Hemant Kumar**, under my guidance and supervision for the Degree of **Doctor of Philosophy**, M.D.I.P.E.S., Bundelkhand University, Jhansi (U.P.), India. The candidate has put in an attendance of more than 250 days with me.

To the best of my knowledge and belief the thesis:

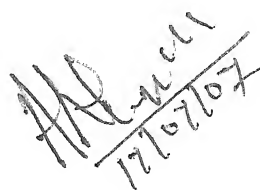
- (i) Embodies the work of the candidate himself;
- (ii) Has duly been completed;
- (iii) Fulfills the requirement of the ordinance relating to the Ph.D. degree of the university.
- (iv) Is up to the standard both in respect of contents and language for being referred to the examiner.

Date: 17.07.2007



23.7.2007

Co-Supervisor
DR. R.P. JHA
Former Head of M.D.I.P.E.S.
Bundelkhand University
Jhansi



17/07/07

Supervisor
DR. A.K. SRIVASTVA
Director, Physical Education
Delhi College of Engineering
Bawana Road, Delhi-42

DECLARATION

I declare that the thesis entitled " **Comparative Study of Rural and Urban Parental Attitude Towards Physical Education and Sports of NCR of Delhi**" is my own research work conducted under the supervision of **Dr. Abhay Kumar Srivastva**, Director of Physical Education, Delhi College of Engineering, Bawana Road, Delhi, approved by the Research Degree Committee. I have put in more than 250 days of attendance with the supervisor at the center :

I further declare that to the best of my knowledge, the thesis does not contain any part of any work, which has been submitted for the award of any degree either in this university or in any other university without proper citation.


(Hemant Kumar)
Research Scholar

ACKNOWLEDGEMENT

The investigator expresses his heartfelt thanks and deep sense of everlasting gratitude to:

The Member of Research Degree Committee in Physical Education Bundelkhand University Jhansi (U.P) for the critical examination of the scholar's ability to undertake the study.

Dr Abhay Kumar Srivastva, Director of Physical Education, Delhi College of Engineering, Bawana Road, Delhi for his keen interest, cooperation, contribution, continuous guidance, enthusiasm, positive criticism and creative suggestions. He supervised and assisted the scholar's work.

My sincere thanks to Dr. R. P. Jha, Former Head, M.D.I.P.E.S Bundelkhand University Jhansi (U.P) for his suggestive advice during research work.

This thesis would not have taken its current shape without your cooperation and contribution that the scholar has got while doing his Ph.D programme. Thanks a lot to the person who provided him with the required information and data collection that really helps him a lot. It has been entirely because of your cooperation that he has been able to accomplish his thesis within the stipulated time. He takes great delight in forwarding his thanks to the below mentioned persons:

All 2000 Parents, Students and Principal and Staff of Government and Semi Governments and Private schools of N.C.R. of Delhi. They helped in my data collection.

All my family members and my friends. They helped in my data collection.

All the Library staff of I.G.I.P.E.S, N.C.P.E, N.C.E.R.T and A.I.U.

Once again the investigator records his appreciation, warmest and sincere gratitude to all who directly or indirectly helped him in completing this original piece of research work.


(HEMANTKUMAR)

CONTENTS

	Page
CERTIFICATE	2
DECLARATION	3
ACKNOWLEDGEMENT	4
CONTENTS	5
LIST OF TABLE	7

CHAPTER

1.INTRODUCTION	10
1. Statement of the problem	63
2. Significance of the study	63
3. Hypothesis	64
4. Delimitation	64
5. Limitation	64
6. Definition of the term	65
2.REVIEW OF RELATED LITERATURE	66
3.PROCEDURE	102
1. Measurement of Attitude	102
2. Selection of Subjects	102
3. Selection and modification of Questionnaire	103
4. Administration of the Questionnaire	104
5. Statistical Procedure	104
4.ANALYSIS AND INTERPRETATION AND STATISTICAL TREATMENT	105
1. Finding	105
2. Discussion of Finding	167
3. Discussion of Hypothesis	167
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	168
1. Summary	168
2. Conclusions	169
3. Recommendations	169
BIBLIOGRAPHY	171

CONTENTS

Page

APPENDICES:-

A. QUESTIONNAIRE :- " Comparative Study of Rural and Urban Parental attitude towards Physical Education and Sports N.C.R of Delhi"	184
B. MAPS	
Map of Delhi	187
Maps of N C R	188
Map of Gurgoun	191
Map of Faridabad	192
Map of Ghaziabad	193
Map of Noida	194
Map of Bahadurgarh	195

LIST OF TABLES

S.No.	Name	Page
1.	Aspects of Physical Education and the number of statement in each " (Table-A)	104
2.	Divergence of observed result of respondents for the statement physical education is concerned mainly with muscle building" (TABLE NO. 1)	106
3.	Divergence of observed result of respondents for the statement 'The purpose of physical education helps in physical development only" (TABLE NO. 2)	108
4.	Divergence of observed result of respondents for the statement 'Strength, Stamina, Endurance, Sound health good appearance and good Posture and some of the principal contributions of physical education " (TABLE NO,3)	110
5.	Divergence of observed result of respondents for the statement "The required programme of physical education as a painful exercises for the children"(TABLE NO.4)	112
6.	Divergence of observed result of respondents for the Statement "Physical Education be substitute by any kind of physical labour" (TABLE NO. 5)	114
7.	Divergence of observed result of respondents for the statement " physical education makes important contribution to mental health"(TABLE NO. 6)	116
8.	Divergence of observed Result of Respondents for the Statement' A Student who good in sports activities will not be bright in studies(TABLE NO.7)	118
9.	Divergence of observed result of respondents for the statement' Practical activities in physical education help the Intellectual development of the studies"(TABLE NO.8)	120
10.	Divergence of observed result of respondents for the statement 'Sound physical condition do not have a beneficial effect on the mind" (TABLE NO.9)	122
11.	Divergence of observed result of respondents for the Statement 'Physical education is not harmful for academically advanced and meritorious students"(TABLE NO.10)	124

LIST OF TABLES

S.No.	Name	Page
12.	Divergence of observed result of respondents for the statement'Physical education provides good opportunities for all round development of the Personality" (TABLE NO.11)	126
13.	Divergence of observed Result of Respondents for the statement' Physical education is concerned with the whole development of the child" (TABLE NO.12)	128
14.	Divergence of observed result of respondents for the statement'Physical education develops the individuals quality of leadership" (TABLE NO.13)	130
15.	Divergence of observed result of respondents for the statement'The children who actively participate in Physical education programme are disobedient and unruly and difficulty to manage" (TABLE NO. 14)	132
16.	Divergence of observed result of respondents for the statement' Those who participate in physical activites are generally more than others " (TABLE NO. 15)	134
17.	Divergence of observed Result of Respondents for the statement'Physical education helps to develop emotional stability "(TABLE NO. 16)	136
18.	Divergence of observed result of respondents for the statement'Physical education activites do not provide opportunities for learning to control one's emotion" (TABLE NO.17)	138
19.	Divergence of observed result of respondents for the statement' Tension can be released by playing team games" (TABLE NO.18)	140
20.	Divergence of observed result of respondents for the statement' Vigorous Physical activity releases harmful emotion tension" (TABLE NO.19)	142
21.	Divergence of observed result of respondents for the statement' Physical education programme can counteract frustration" (TABLE NO. 20)	144

LIST OF TABLES

S.No.	Name	Page
22.	Divergence of observed result of respondents for the statement'Group activities in physical education promote development of acceptable social behaviour" (TABLE NO.21)	146
23.	Divergence of observed result of respondents for the statement' Physical education promotes Interpersonal relationship(TABLE NO.22)	148
24.	Divergence of observed Result of Respondents for the statement' Physical education make one a cooperative, helpful upright and straight forward individual" (TABLE NO.23)	150
25.	Divergence of observed result of respondents for the statement' Games and sports establish friendly ties between two teams school or countries"(TABLE NO.24)	152
26.	Divergence of observed result of respondents for the statement by participating in games and sports children become selfish, Rough, unruly and ungentlemanly" (TABLE NO.25)	154
27.	Divergence of observed result of respondents for the statement' Physical education has something to do with physical and nothing to do with education" (TABLE NO.26)	156
28.	Divergence of observed result of respondents for the statement'Physical education is not an integral part of educational systems" (TABLE NO. 27)	158
29.	Divergence of observed result of respondents for the statement'Physical education never be a compulsory subject for school" (TABLE NO.28)	160
30.	Divergence of observed result of respondents for the statement' Existing programme of Physical education are inadequate"(TABLE NO.29)	162
31.	Divergence of observed result of respondents for the statement' Physical education is an after school hour or a before school hour activity" (TABLE NO. 30)	164

COMPARATIVE STUDY OF RURAL AND URBAN PARENTAL ATTITUDE TOWARDS PHYSICAL EDUCATION AND SPORTS OF NCR OF DELHI

CHAPTER – 1

Introduction

Attitude – A settled mode of thinking. A mental set held by an individual which effects the ways that the person responds to events and organized their cognitions. Attitude are commonly held to have three essential components of dimension : a cognitive dimension, involving the beliefs and rationalizations which explain the holding of the attitude; an effective dimension involving the emotional aspects of the attitude, such as like, dislikes, feelings of distaste of affection; and a co-native, or behavioural dimension which involves the extent to which the individual is prepared to act on the attitude that they hold.

Attitude may be considered as a state of readiness to activity and also as a manifested social relation showing it self in certain acts of behaviour. It indicates an emotional and cognitively structured relations towards things: Beings, activities and other phenomena of reality.

In the field of physical education and sports no athlete can win the condition of an environment. Right attitude and interests are as important to education as a study steering car. It is important to know how children's develop physically because physical development influence children behaviour directly by determining what they can do directly by influencing their attitude towards self and others.

Attitudes are the dynamics of human action. Unless people have favourable attitudes and interest towards what they set out to learn they can not drive full benefit out of what is being taught. The development of healthy favourable attitudes is itself a phase of education.

Indian society is very complex with various social groups, diversified with the back grounds of religion, religious languages, culture, status, etc; all those have different impact on attitude towards physical education and sports. In view of the above discussion a need to objectively access the attitude of parents of NCR of Delhi. Hence, the investigator is undertaking the study to interpret the attitude of the parents towards the Physical Education and Sports as it may help to determine the root cause of the in different treatment being given to this subject.

The concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology. No

other term appears more frequently in experimental and theoretical literature. Its popularity is not difficult to explain. It has come into favor, first of all, because it is not the property of any one psychological school of thought, and therefore serves admirably the purposes of eclectic writers. Furthermore, it is a concept which escapes the ancient controversy concerning the relative influence of heredity and environment. Since an attitude may combine both instinct and habit in any proportion, it avoids the extreme commitments of both the instinct-theory and environmentalism. The term likewise is elastic enough to apply either to the dispositions of single, isolated individuals or to broad patterns of culture. Psychologists and sociologists therefore find in it a meeting point for discussion and research. This useful, one might almost say peaceful, concept has been so widely adopted that it has virtually established itself as the keystone in the edifice of American social psychology. In fact several writers (cf. Bogardus, 1931; Thomas and Znaniecki, 1918; Folsom, 1931) *define* social psychology as the scientific study of attitudes.(B.NO 17)

It is undeniable that the concept of "attitude" has become something of a factotum for both psychologists and sociologists. But, in spite of all the animadversions of critics, the term is now in nearly universal use and plays a central role in most of the recent systematic

studies in social psychology. It is therefore a concept which students must examine with unusual care.

Like most abstract terms in the English language, *attitude* has more than one meaning. Derived from the Latin *aptus*, it has on the one hand the significance of "fitness" or "adaptedness," and like its by-form aptitude connotes a subjective or mental state of preparation for action. Through its use in the field of art, however, the term came to have a quite independent meaning; it referred to the outward or visible posture (the bodily position) of a figure in statuary or painting. The first meaning is clearly preserved in modern psychology in what are often referred to as 'mental attitudes'; and the second meaning in "motor attitudes". Since mentalistic psychology historically precedes response psychology, it is only natural to find that mental attitudes are given recognition earlier than motor attitudes. One of the earliest psychologists to employ the term was Herbert Spencer. In his *First Principles* (1862) he wrote:

Arriving at correct judgments on disputed questions, much depends on the attitude of mind we preserve while listening to, or taking part, in the controversy: and for the preservation of a right attitude it is needful that we should learn how true, and yet how untrue, are average human beliefs (Vol. 1, pp. 1, i).

The forces of the mind may have got into a set track or attitude, opposing a certain resistance as when some one subject engrosses our attention, so that even during a break in the actual current of the thoughts, other subjects are not entertained (p. 158).

Somewhat later, when psychologists were forsaking their exclusively mentalistic point of view, the concept of *motor attitudes* became *popular*. In 1888, for example, N. Lange developed a motor theory wherein the process of a perception was considered to be in large part a consequence of muscular preparation or "set." At about the same time Munsterberg (1889) developed his action theory of attention, and Féré (1890) maintained that a balanced condition of tension in the muscles was a determining condition of selective consciousness. In 1895 Baldwin proposed motor attitudes as the basis for an understanding of emotional expression, and later writers, such as Giddings (1896) and Mead (1924-1925) expanded still further the role of motor attitudes in social understanding.

In recent years it is uncommon to find explicit labeling of an attitude as either "mental" or "motor." Such a practice smacks of body-mind dualism, and is therefore distasteful to contemporary psychologists. In nearly all cases today the term appears without a

qualifying adjective, and implicitly retains both its original meanings: a mental aptness and a motor set. Attitude connotes a *neuro- psychic state of readiness for mental and physical activity*.

Perhaps the first explicit recognition of attitudes within the domain of laboratory psychology was in connection with a study of reaction-time. In 1888 L. Lange discovered that a subject who was consciously prepared to press a telegraph key immediately upon receiving a signal reacted more quickly than did one whose attention was directed mainly to the incoming stimulus, and whose consciousness was not therefore directed primarily upon the expected reaction. After Lange's work, the task-attitude, or *Aufgabe*, as it came to be called, was discovered to play a decisive part in nearly all psychological experiments. Not only in the reaction experiment, but in investigations of perception, recall, judgment, thought, and volition, the central importance of the subjects' *preparedness* became universally recognized. In Germany, where most of the experimental work was done, there arose a swarm of technical expressions to designate the varieties of mental and motor "sets" which influence the subjects' trains of thought or behavior during the experiment. In addition to the *Aufgabe*, there was the *Absicht* (conscious purpose), the *Zielvorstellung* (or idea of the goal), the *Bezugsvorstellung* (idea of the relation between the self and the object to which the self is

responding), the *Richtungsvorstellung* (or idea of direction), the *determinierende Tendenz* (any disposition which brings in its train the spontaneous appearance of a determined idea), the *Einstellung*, a more general term (roughly equivalent to "set"), the *Haltung* (with a more behavioral connotation), and the *Bewusstseinslage* (the "posture or lay of consciousness"). It was perhaps the lack of a general term equivalent to "attitude" that led the German experimentalists to discover so many types and forms.

For a number of years sociologists have sought to supplement their cultural concepts with a psychology which might express in *concrete* terms the mechanisms through which culture is carried. At first, under the influence of Bagehot, Tarde, and Baldwin, a somewhat vaguely postulated instinct of imitation (or suggestion) was thought adequate. Somewhat later the basis was sought in a more varied native equipment of men. It is interesting to note that of the first two textbooks in social psychology, both published in the year 1908, the one, by Ross, marks the demise of the "simple and sovereign" psychology of imitation-suggestion, and the other by McDougall, marks the commencement of the still more vigorous social psychology of instincts. (B.NO17)

The instinct-hypothesis did not satisfy social scientists for long, for the very nature of their work forced them to recognize the importance of

custom and environment in shaping social behavior. The instinct-hypothesis has precisely the contrary emphasis. What they required was a new psychological concept which would escape on the one hand from the hollow impersonality of "custom" and "social force," and on the other from nativism. Being committed to some psychological doctrine and dissatisfied with instincts they actually adopted the concept of attitude.

It is not easy to construct a definition sufficiently broad to cover the many kinds of attitudinal determination which psychologists today recognize, and at the same time narrow enough to exclude those types of determination which are not ordinarily referred to as attitudes. The definitions considered above contain helpful suggestions, and yet none alone is entirely satisfactory. The chief weakness of most of them seems to be their failure to distinguish between attitudes, which are often very general, and habits, which are always limited in their scope.

Any attempt at a definition exaggerates the degree of agreement which psychologists have reached, but is justified if it contributes toward securing greater agreement in the future. The following definition has the merit of including recognized types of attitudes: the *Aufgabe*, the quasi-need, the *Bewusstseinslage*, interest and subjective value, prejudice, stereotype, and even the broadest conception of all, the philosophy of life. It excludes those types of readiness which are

expressly innate, which are bound rigidly and invariably to the stimulus, which lack flexibility and which lack directionality and reference to some external or conceptual object. *An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.*

An attitude characteristically provokes behavior that is acquisitive or avertive, favorable or unfavorable, affirmative or negative toward the object or class of objects with which it is related. This double polarity in the direction of attitudes is often regarded as their most distinctive feature. It has a central place in Bogardus' definition (1931, p. 52): "An attitude is a tendency to act toward or against some environmental factor which becomes thereby a positive or negative value." Likewise Thurstone defines an attitude as "the affect for or against a psychological object" (1932).

This point of view is a modern version of an ancient dialectic, For centuries the opposed categories of "attraction" and "repulsion" have in one form or another played a decisive part in psychological theory. Empedocles assumed as the explanation of all activity the two contrasting immaterial principles of Love and Hate. The same opposed forces are prominent in the psychological theories of Mantegazza,

Brentano, and Lindworsky. On a physiological plane one again encounters the dialectic of attraction and repulsion in the opposition of the flexors and extensors (Sherrington), in facilitation and inhibition (Munsterberg), in resistance and conductance (Troland), in outreaching and withdrawing behavior (Watson), in alliance and combat (Tarde), in acquisitive and avertive tendencies (Kempf), in adient and abient responses (Holt) and in pleasure and -pain. One recent textbook of social psychology bears the subtitle, *The Psychology of Attraction and Repulsion* (Smith, 1930), and the same pair of concepts underlie the sociological system of Roguin (1931, 1932). It is no wonder that many writers find it possible to classify all attitudes as either *positive* or *negative*. It is undoubtedly true that - the majority fit easily into these categories.

And yet some attitudes are not readily classified. What shall one do, for example, with a detached, impersonal, or judicial attitude, or with an attitude of neutrality? Complacency, amusement, tolerance, and open mindedness are not easily reduced to "affect for or against" an object. Two bridge-players may have the same "degree of affect" toward the game, and yet differ qualitatively in their attitudes toward it. Two radicals may be equally in favor of change, but disagree in the *modus operandi* of reform. Two people equally well disposed toward the church

may differ in their sacramental, liturgical esthetic, social, Protestant, or Catholic interpretation of the church. Is the degree of positive or negative affect aroused by the concept of "God" as significant as the *qualitative* distinctions involved in theistic, deistic, pantheistic, agnostic, intellectualistic, or emotional attitudes? When one speaks of attitudes toward sex, it is obviously only the qualitative distinctions that have any intelligible meaning. What is a "serene and benevolent mind"? Certainly not one devoid of attitudes, nor yet one that is a battle-ground of tendencies "for" and tendencies "against." All of these objections to the unidimensional view argue strongly for the recognition of the qualitative nature of attitudes.

There is, however, one way of meeting these objections, namely, by reducing attitudes to small enough components. If they are divided up into artificialized units, the unidimensional conception is saved. The two radicals, for example, who are equally "against" the present social system, but who differ in their policies, may conceivably be compared in respect to the attraction or repulsion they show for each of the disputed policies. The bridge-enthusiasts who differ in their attitudes toward the game can be compared quantitatively in their attitudes for or against conversation during the play. Church-goers may be found to vary quantitatively in the degree to which they favor every specific practice:

baptism by immersion, in tincture, genuflection, or the use of vestments. And even the man who has a neutral attitude may be found to have a positive and measurable attachment to the ideal of neutrality. If such rigid analyses are pursued, all of the complex, qualitative attitudes can be broken down and measured in fragments. The price one must pay for bi-polarity and quantification in such cases is, of course, extreme, and often absurd, elementarism.

The attitude of an individual subject can be measured by means of a statement scale. The paired comparison procedure enables us to compare groups of subjects but the statement scale procedure is preferable for measuring the attitudes of individual subjects. The range of statements that the individual endorses gives some indication of his tolerance. It is possible to plot a frequency distribution of the attitudes of a group of people toward labor unions, for example. This distribution has a central tendency or average and it has a measurable dispersion. Two groups of people may then be found to have the same average score on a disputed issue but one of the two groups may be more heterogeneous than the other. The degree of heterogeneity in attitude of a group of people is directly measured by the standard deviation of the frequency distribution of their attitude scores. This is an important aspect of group

comparisons which can be reduced easily to measurement in terms of the dispersion of the scores.

In two small towns, West Chicago and Geneva, Illinois, an experiment was arranged so that a film favorable to the Chinese was shown in one town and a film unfavorable to the Chinese was shown in the other town (7). The two films were *Welcome Danger* which is thought to be unfriendly to the Chinese and which has been so criticized by the Chinese - themselves, and *Son of the Gods* which is generally thought to be friendly in its interpretation of Chinese culture. The films were shown in the local theaters and the children were given free tickets to the performances. In each town the children were asked to fill in a statement scale about the Chinese several days before seeing the film and also the morning after seeing it. The results show a very decided shift in favor-of the Chinese in Geneva where *Son - of the Gods* was shown. In West Chicago there - was a small opposite effect where the children saw the film, *Welcome Danger*. The effect of a' single social stimulus, such as a motion picture' film, on the international attitudes of school children can be described by the statement scale as well as by the paired comparison method.

A social attitude is a behaviour pattern, anticipatory set or tendency, predisposition to specific adjustment to designated social

situations, or, more simply, a conditioned response to social stimuli. Terminological usage differs, but students who have concerned themselves with attitudes apparently agree that they are acquired out of social experience and provide the individual organism with some degree of preparation to adjust, in a well-defined way, to certain types of social situations if and when these situations arise. It would seem, therefore, that the totality of the social attitudes of a single individual would include all his socially acquired personality which is involved in the making of adjustments to other human beings.

But by derivation social attitudes are seldom more than a verbal response to a symbolic situation. For the conventional method of measuring social attitudes is to ask questions (usually in writing) which demand a verbal adjustment to an entirely symbolic situation. Because it is easy, cheap, and mechanical, the attitudinal questionnaire is rapidly becoming a major method of sociological and socio-psychological investigation. The technique is simple. Thus from a hundred or a thousand responses to the question "Would you get up to give an Armenian woman your seat in a Street car?" the investigator derives the "attitude" of non-Armenian males towards Armenian females. Now the question may be constructed with elaborate skill and hidden with consummate cunning in a maze of supplementary or even irrelevant

questions yet all that has been obtained is a symbolic response to a symbolic situation. The words "Armenian woman" do not constitute an Armenian woman of flesh and blood, who might be tall or squat, fat or thin, old or young, well or poorly dressed—who might, in fact, be a goddess or just another old and dirty hag. And the questionnaire response, whether it be "yes" or "no," is but a verbal reaction and this does not involve rising from the seat or stolidly avoiding - the hurt eyes of the hypothetical woman and the derogatory stares of other street-car occupants. Yet, ignoring these limitations, the diligent investigator will jump briskly from his factual evidence to the unwarranted conclusion that he has measured the "anticipatory behavior patterns" of non-Armenian males towards Armenian females encountered on street cars. Usually he does not stop here, but proceeds to deduce certain general conclusions regarding the social relationships between Armenians and non-Armenians. Most of us have applied the questionnaire technique with greater caution, but not I fear with any greater certainty of success.

Attitudes towards persons and causal unit formations influence each other. An attitude towards an event can alter the attitude towards the person who caused the event, and, if the attitudes towards a person and an event are similar, the event is easily ascribed to the person. A

balanced configuration exists if the attitudes towards the parts of a causal unit are similar (1).

It is tempting to generalize from this statement and to omit the restriction to causal unit formation. Do units in general interact with attitudes in a similar way?

In trying out this hypothesis we shall understand by attitude the positive or negative relationship of a person p to another person o , or to an impersonal entity x which may be a situation, an event, an idea, or a thing, etc. Examples are: to like, to love, to esteem, to value, and their opposites. A positive relation of this kind will be written L , a negative one $\sim L$. Thus, pLo means p likes, loves, or values o , or, expressed differently, o is positive for p .

The relation 'unit' will be written U . Examples are: similarity, proximity causality, membership, possession, or belonging. pUx can mean, for instance, p owns x , or p made x ; $p\sim Ux$ means p does not own x , etc. Other relations which, in many ways, seem to function like units are: p is familiar with, used to, or knows well o or x , and p is in situation x . In lumping together all these relations we are, of course, aware of the dissimilarities between them. Only in a first approximation can they be treated as belonging to one class.

Attitude is defined as *an implicit, drive-producing response considered socially significant in the individual's society*. This definition states, in effect, that from the psychological point of view attitude is an implicit response with drive strength which occurs within the individual as a reaction to stimulus patterns and which affects subsequent overt responses.

The mediating function of attitude has led May to suggest that attitude is "a kind of substitute goal response" which arises when the goal response cannot be immediately and easily made" (1.3). This attribute, which has also been suggested by other writers (e.g., 2, pp. 425-426 and 17, pp. 28-29), does seem to characterize certain attitudes. The individual who dislikes another person is restrained or restrains himself from hurting his antagonist; instead he makes an implicit response involving aggression and feelings of avoidance or repulsion. It is felt, however, that all attitudes cannot be so characterized. The liked object, for example, evokes an implicit response which facilitates rather than acts as a substitute for overt behavior in reference to it. Overt behavior, in short, may be mediated by attitudes almost immediately and there need not necessarily be a conflict of a restraint before the attitude is evoked.

The concept "attitude" will be used here to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, idea, fears, threats, and convictions about any specified topic. Thus a man's attitude about pacifism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair.

The concept "opinion" will here mean a verbal expression of attitude. If a man says that we made a mistake in entering the war against Germany, that statement will here be spoken of as an opinion. The term "opinion" will be restricted to verbal expression. But it is an expression of what? It expresses an attitude, supposedly. There should be no difficulty in understanding this use of the two terms. The verbal expression is the opinion. Our interpretation of the expressed opinion is that the man's attitude is pro-German. An opinion symbolizes an attitude.

We shall assume that an attitude scale is used only in those situations in which one may reasonably expect people to tell the truth about their convictions or opinions. If a denominational school were to submit to its students a scale of attitudes about the church, one should hardly expect intelligent students to tell the truth about their convictions if they deviate from orthodox beliefs. At least, the findings could be

challenged if the situation in which attitudes are expressed contains pressure or implied threat bearing directly on the attitude to be measured. Similarly, it would be difficult to discover attitudes on sex liberty by a written questionnaire, because of the well-nigh universal pressure to conceal such attitudes where they deviate from supposed conventions. It is assumed that attitude scales will be used only in those situations that offer a minimum of pressure on the attitude to be measured. Such situations are common enough.

All that we can do with an attitude scale is to measure the attitude actually expressed with the full realization that the subject may be consciously hiding his true attitude or that the social pressure of the situation has made him really believe what he expresses. This is a matter for interpretation. It is something probably worth while to measure an attitude expressed by opinions. It is another problem to interpret in each case the extent to which the subjects have expressed what they really believe. All that we can do is to minimize as far as possible the conditions that prevent our subjects from telling the truth, or else to adjust our interpretations accordingly.

When we discuss opinions, about prohibition for example, we quickly find that these opinions are multidimensional, that they cannot all be represented in a linear continuum. The various opinions cannot be

completely described merely as "more" or "less," They scatter in many dimensions, but the very idea of measurement implies a linear continuum of some sort such as length, price, volume, weight, age. When the idea of measurement is applied to scholastic achievement, for example, it is necessary to force the qualitative variations into a scholastic linear scale of some kind. We judge in a similar way such qualities as mechanical skill, the excellence of handwriting, and the amount of a man's education, as though these traits were strung out along a single scale, although they are of course in reality scattered in many dimensions. As a matter of fact, we get along quite well with the concept of a scale in describing traits even so qualitative as education, social and economic status, or beauty. A scale or linear continuum is implied when we say that a man has more education than another, or that a woman is more beautiful than another, even though, if pressed, we admit that perhaps the pair involved in each of the comparisons have little if anything in common. It is clear that the linear continuum which is implied in a "more and less" judgment may be conceptual, that it does not necessarily have the physical existence of a yardstick.

The only way in which we can identify different attitudes (points on the base line) is to use a set of opinions as landmarks, as it were, for the different parts or steps of the scale. The final scale will then consist of a

series of statements of opinion, each of which is allocated to a particular point on the base line. If we start with enough statements, we may be able to select a list of twenty or thirty opinions so chosen that they represent an evenly graduated series of attitudes. The separation between successive statements of opinion would then be uniform, but the scale can be constructed with a series of opinions allocated on the base line even though their base line separations are not uniform. For the purpose of drawing frequency distributions it will be convenient, however, to have the statements so chosen that the steps between them are uniform throughout the whole range of the scale.

Consider the three statements *a*, *c*, and *d*, in Figure 1. The statements *c* and *a* are placed close together to indicate that they are very similar, while statements *c* and *d* are spaced far apart to indicate that they are very different. We should expect two individuals scaled at *c* and *a* respectively to agree very well in discussing pacifism and militarism. On the other hand, we should expect to be able to tell the difference quite readily between the opinions of a person at *d* and another person at *c*. The scale separations of the opinions must agree with our impressions of them.

In order to ascertain how far apart the statements should be on the final scale, we submit them to a group of several hundred people

who are asked to arrange the statements in order from the most pacifistic to the most militaristic. We do not ask them for their own opinions. That is another matter entirely. We are now concerned with the construction of a scale with a valid unit of measurement. There may be a hundred statements in the original list, and the several hundred persons are asked merely to arrange the statements in rank order according to the designated attitude variable. It is then possible to ascertain the proportion of the readers who consider statement *a* to be more militaristic than statement *c*. If the two statements represent very similar attitudes we should not expect to find perfect agreement in the rank order of statements *a* and *c*. If they are identical in attitude, there will be about 50 per cent of the readers who say that statement *a* is more militaristic than statement *c*, while the remaining 50 per cent of the readers will say that statement *c* is more militaristic than statement *a*. It is possible to use the proportion of readers or judges who agree about the rank order of any two statements as a basis for actual measurement.

At the present time three scales for the measurement of opinion are being constructed by the principles here described. These three scales are planned to measure attitudes on three different variables, namely, pacifism- militarism, prohibition, and attitude toward the church. All three of these scales are being constructed first by a procedure

somewhat less laborious than the direct application of the law of comparative judgment, and if consistent results are obtained the method will be retained for other scales.

The method is as follows. Several groups of people are asked to write out their opinions on the issue in question, and the literature is searched for suitable brief statements that may serve the purposes of the scale. By editing such material a list of from 100 to 150 statements is prepared expressive of attitudes covering as far as possible all gradations from one end of the scale to the other. It is sometimes necessary to give special attention to the neutral statements. If a random collection of statements of opinion should fail to produce neutral statements, there is some danger that the scale will break in two parts. The whole range of attitudes must be fairly well covered, as far as one can tell by preliminary inspection, in order to insure that there will be overlapping in the rank orders of different readers throughout the scale.

The majority of techniques for scaling attitudinal judgments or responses produce scales which are one-dimensional. The scale consists of a single Continuum of opinion along which are located a succession of opinion items (or of people. This continuum generally ranges between pro- and anti- the attitudinal object. Examples of such one-dimensional techniques are Thurstone scales, Likert scales, paired

comparisons scales, successive intervals scales, and Guttman scales. It is apparent that in all of these methods the property of one-dimensionality has been forced on the scale by the choice of items and by the analytical method and by no means necessarily represents the dimensionality of the set of all commonly held attitudes in the domain. It is certainly true that in many attitude areas (religion, for example), different individuals may be favorable (or unfavorable) in different ways, on different levels, or for different reasons. For each of these scaling methods there exist procedure.

In the problem of assessing social attitudes. there is a very real need for instruments which do not destroy the natural form of the attitude in the process of describing it. There are also situations in which one would like to assess prejudice' without making respondents self-conscious or aware of the intent of the study. At the present time there are few if any indirect tests which could confidently be used for either of these purposes. There are, none the less, a considerable number of techniques that have been partially explored and validated. It is the purpose of this paper to survey such techniques and to present a point of view with regard to the problem of indirect measurement.

Current interest on the part of social psychologists in the indirect assessment of attitudes is perhaps primarily an aspect of the larger

projective test movement in personality study. However, as will be seen in the course of this survey, there has been an interest in this approach from the very first efforts in attitude measurement (81), anticipating by some ten years the current interest in "projective techniques."

Many social psychologists have seen fit to distinguish between "belief" and "attitude." Generally, cognitive aspects have been attributed to "beliefs" and affective or motivational aspects have been attributed to "attitudes" (Allport, 1954; Campbell, 1961; Katz and Stotland, 1959; Krech and Crutchfield, 1948). This paper attempts further to clarify these two concepts by providing, what we consider to be, a much-needed operational distinction between "belief" and "attitude."

In a study stimulated by Festinger's (1957) theory of cognitive dissonance, it appeared that an individual's conceptions of extra-sensory perception could be affected along several dimensions (Raven and Fishbein, 1961). Pressures could be exerted upon the S's belief in ESP—"What is the probability that such a phenomenon does exist?" "Is it existent or non-existent?"—or upon his evaluation of ESP—"Is ESP 'good' or 'bad'?" The latter, consistent with Osgood et al. (Osgood, 1952; Osgood and Tannenbaum, 1955; Osgood, Suci, and Tannenbaum, 1957; Doob, 1947; and Rhine, 1958), can be seen as the evaluative dimension of a concept, or more specifically, as an "attitude."

The former dimension could then be considered as the probability dimension of a concept, or more specifically, as a "belief." Having arrived at these definitions, it was necessary to determine whether the two dimensions could be measured and manipulated independently.

Attempts to develop behavioral measures have followed three general lines. One consists in presenting subjects with standardized situations that they are led to believe are unstaged, in which they believe that their behavior will have consequences, and in which the attitudinal object is represented in some way other than by the actual presence of a member of the object-class. For example, subjects may be asked to sign a petition on behalf of an instructor about to be discharged for membership in the Communist party, to contribute money for the improvement of conditions for migratory workers, to indicate whether they would be willing to have a Negro roommate. DeFleur and Westie (1958) have attempted to develop a measure of this sort which is appropriate for use in many different testing situations. In their procedure, as part of a larger program of research, white subjects viewed a number of colored photographic slides showing a young Negro man and a young white woman, or a young white man and a young Negro woman, in a social setting; subjects described the pictures and answered specific questions about them. At the close of an interview

following this session the measurement procedure being discussed here was introduced. DeFleur and Westie describe the procedure as follows: The subject was told that another set of such slides was needed for further research, was asked if he (or she) would be willing to be photographed with a Negro of the opposite sex, and then was given "a standard photograph release agreement," containing a variety of uses to which such a photograph would be put, ranging from laboratory experiments where it would be seen only by professional sociologists, to a nationwide publicity campaign advocating racial integration. The subject was asked to sign his name to each use of the photograph which he would permit. These investigators report that subjects "uniformly perceived the behavioral situation posed for them as a highly realistic request."

What are attitudes? Attitudes have been defined as ideas with emotional content important beliefs prejudices biases, predispositions appreciations, and as states of readiness or set. Allport has defined an attitude as a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects with which it is related." Attitudes have intellectual, biological, social, and emotional components that are derived from experience and exercise a determining influence upon

behavior. Any definition that includes all of the connotative aspects implied by the term *attitude* must be broad and vague, yet it is necessary somehow to limit this discussion to a specific concept. For this purpose an attitude is defined as a developmental state of organismic valence created by psycho-biological processes, exerting a motivational influence upon the individual's responsive behavior in situations directly and indirectly related to it.

A variety of patterns are included in an individual's array of attitudes. There are attitudes toward health, life, death, people, new situations, music and art, work, play, government, religion, and many more that are of like importance. These attitudes have been influenced by the educative process through planned and random experiences. Since creating and shaping attitudes is one of the most important functions of the school, attention should be given to a study of their genesis, nature, and dynamic aspects.(B.NO.1)

Abiding attitudes are the most important outcome of the experience of the child. They are considered to be the by products of learning and instruction. They are valuable results of development. They are emotionalized opinions formed through experiences.

Attitudes have been described as "emotionally toned predispositions towards objects and ideas."

They are said to be somewhat lasting generalizations of experiences e.g., attitudes towards divorce, democracy and dictatorship etc. In other words, they are generalized habits which partially control human behaviour, thinking and learning.

Prof. Han Mann of Columbia University Teachers' College says that they may be conveniently thought of as latent value-reactions. Values are determined largely by the attitudes which a person has towards things and ideas. Spranger gives six values:

1. Theoretical, which means an attitude that knowledge is a precious thing in life.
2. Aesthetic, which means an attitude of joy and loveliness towards art.
3. Economic, which means an attitude which exalts material possession above all else.
4. Social, which means an attitude to recognise, that friendly human contacts are relatively higher than other 'goods.'
5. Religious, it is an attitude of indifference to worldly things and ambition for spiritual development.

Attitudes are not permanent. They are retained as long as they yield satisfaction. Many social attitudes are changed by conversion, economic disaster and falling in love.

The biggest single factor in changing attitudes is the propaganda. Besides, this by the application of appropriate stimuli all attitudes can be changed. Thus, attitudes are flexible.

The motion pictures have been found to possess an amazing power to shake attitudes for good or ill.

The attitude concept is of central importance in social psychology and basic to the understanding of today's most pressing social problems (wars, strikes, racial intolerance, etc.) because it is concerned with the disagreements amongst people that give rise to interpersonal and intercultural conflict. An attitude may be defined as a *relatively enduring evaluative orientation towards a particular object or class of objects*. In other words, it is a fairly persistent 'point of view' with respect to something, whether it be favourable unfavourable, or even neutral. The requirement that an attitude be fairly enduring is necessary to distinguish the concept from those of *set* and *expectation*, which normally refer to more temporary states of readiness. This does not mean that attitudes can never change; just that they are inclined to be very resistant to change. As we shall see, an important research area is

concerned with the conditions under which attitudes can be expected to change.

Attitudes must show some degree of variation within or between cultures. Unless there is some amount of disagreement the concept of attitude is not relevant. This is the primary basis for distinguishing attitudes from various other concepts referring to characteristic behaviour and response predispositions such as *instinct* and *habit*. As Sherif *et al.* (1965) point out, 'the fact that we customarily walk downstairs instead of tumbling down does not require explanation in terms of an attitude, nor does the characteristic response of eating when a hungry person is offered food'. Such response tendencies have clear survival value and are therefore fairly universal; attitudes refer to varying modes of adaptation to the environment. This variation is often taken to imply that attitudes are learned rather than genetically determined, and some definitions actually include the condition that an attitude be learned. It seems feasible, however, that certain inherited temperamental dispositions such as aggressiveness and impulsiveness may influence the acquisition of certain attitudes. The evidence concerning the extent to which attitudes are based on learning experiences and genetic predispositions is dealt with later in the chapter.

Many popular definitions of the attitude concept list three components, called the cognitive, affective and conative. Table 14.1 describes these three components and gives an example of each relating to attitudes toward Jews. The *cognitive* component is concerned with evaluative beliefs about the nature and characteristics of the attitude object, e.g. the belief that Jews are 'shrewd and acquisitive'; the *affective* component refers to feelings and emotions, or 'gut reactions' to the objects ('Jews disgust me'); the *conative* aspect refers to behavioural tendencies or intentions ('I would not allow my daughter to marry a Jew'). Of these three components, the affective one is probably most central; but the three components are usually correlated in such a way as to exhibit some degree of consistency.

The conative or behavioural component of an attitude is not the same as actual behaviour that seems to have stemmed from an attitude, e.g. discrimination against Jews. Each of the three attitude components may be assessed by questionnaire. It is important to maintain this distinction between attitude as a hypothetical construct and overt behaviour, since behaviour is presumed to be determined by many different attitudes as well as many non-attitudinal factors: An attitude cannot be directly observed; it must be inferred from regularities in observable behaviour such as verbal statements of opinion,

physiological changes occurring during exposure to the attitude object, or overt acts relating to the object. None of these observables should be equated with an attitude, although they may be used as indicators or even operational definitions.

The conative component is usually found to be the best predictor of the actual behaviour which is specifically referred to, but the affective component is of broader psychological significance, and predictive of behaviour over a wider range of situations.

Beliefs and attitudes are so closely bound up together that they are frequently confused in everyday language. When our next-door neighbour tells us that she does not 'believe in' homosexuals, she does not mean to deny their existence; only to express disapproval. On the other hand, when she says that she 'believes in' ghosts, she is expressing faith in the existence of the phenomenon rather than a positive attitude towards it. Beliefs in this sense may be quite unrelated to attitudes, e.g. a person's belief that 'Negroes are tall' tells us little about his likely attitude toward Negroes. The distinction here is whether the belief would naturally lead to an evaluation (good/ bad) or whether it simply reflects a fact or cognitive hypothesis that carries no affective significance.

It may be useful to say a word about the concept of 'prejudice' since this has been much misunderstood. A prejudice is an overly inflexible attitude that is self-defeating to the individual or unfair to others. We need to carry concepts and generalisations in our head in order to deal effectively with the environment, but we also need to be able to suspend judgement when dealing with specific cases that do not always conform to 'the rule'. To say that men are taller than women is not a prejudiced statement; it is true as a generalisation. However, to say that 'this five-foot man is taller than that six-foot woman' would be an error resulting from prejudice. Likewise, national and ethnic groups may vary or appear to vary on average in many valued attributes such as cleanliness, intelligence, honesty, aggressiveness, etc. Generalisations concerning differences between groups on these attributes may be made without prejudice necessarily being involved. Prejudice, however, might lead to a belief in incorrect generalisations or to discriminatory behaviour in dealing with the individual case. This point is mentioned because prejudice is often confused with a negative attitude. A negative attitude toward black people or Jews is often equated with prejudice, while a negative attitude toward war is seldom described in these terms. The assumption is that racial minorities are undeserving of negative evaluations, while war is not. Thus the concept of prejudice as it has often been used in social psychology reflects an

attitude on the part of the psychologist himself (i.e. political liberalism). Questionnaire measures of prejudice are likely to err when they include statements that many people believe to be true as generalisations, e.g. 'The Jews are very shrewd when it comes to matters of business and finance'. It would be possible to endorse this statement without necessarily displaying prejudice when dealing with an individual Jew.

The question has frequently been raised by laymen and experts alike, whether attitude measures are predictive of actual behaviour in relation to the attitude object. The general assumption pervading all of the early literature on attitudes and a great deal of contemporary research is that attitudes have causal priority in relation to overt behaviour. That is, holding a certain attitude is supposed to have a determining influence on one's behaviour toward the attitude object, e.g. a man is presumed to exercise discrimination against Jews because of his anti-Semitic attitude.

While this view of the attitude-behaviour relationship might appear self-evident to the layman, it is certainly not accepted by all psychologists. The strict behaviourist would argue that it is meaningless to attempt to explain behaviour as resulting from a mental event since we are never able to observe the mental event itself. According to the behavioural school of psychology the attitude is inferred from the

observation of behavioural consistencies and never represents more than a summary of all the responses observed (whether overt acts or answers to a questionnaire). The cognitive psychologist might reply that it is necessary to impute an attitude in order to explain why the behaviour shows any consistency in the first place. Once the locus of the attitude is established as inside the organism, then the assumption that it has causal priority over behaviour appears far more reasonable.

There is, however, at least one sense in which attitudes are apparently a result of behaviour rather than a cause. The experiments of Leon Festinger and his colleagues on what they have called 'cognitive dissonance' phenomena show that if a person is compelled to behave in a particular way then his attitudes are likely to undergo a process of change which would tend to bring them into line (consonance or consistency) with that previously occurring behaviour. Apparently, attitudes may be adopted in order to justify or rationalise behaviour that has already occurred, e.g. the 'sour grapes' phenomenon. Thus there is no necessary or simple causal connection between attitudes on the one hand and overt behaviour on the other; they are mutually interdependent in a very complex way.

Let us consider the empirical evidence concerning the extent to which attitude measures are actually correlated with overt behaviour.

Wicker (1969) summarised a large number of previous studies that he saw as bearing on the assumption that attitudes have consequences for behaviour outside of the testing situation. In general, the results showed that relationships between attitude measures and overt behaviour were significant but of a low order of magnitude. Correlation coefficients relating the two kinds of response were rarely greater than 0.3, and only seldom was as much as 10% of the variance in overt behaviour accounted for by the attitude measure. In studies in which data had been dichotomised into discrepant v. non-discrepant subject groups, substantial proportions of subjects showed an attitude—behaviour discrepancy. This finding apparently held true even when subjects scoring towards the polar extremes on the attitude measures were compared on the behavioural indices. Wicker concluded that there is little evidence to support the postulated existence of stable underlying attitudes with in the individual which influence both his verbal expressions and his actions’.

Although the findings of this survey might appear discouraging to researchers who expect that their attitude measures will be predictive of overt behaviour, there are a number of reasons why they should be interpreted cautiously.

(1) We should not expect the correlation between attitudes and behaviour to be perfect anyway, because attitudes are not the only determinants of behaviour. There are many other classes of variables that need to be considered before it would be possible to even approximate a perfect prediction of behaviour. For example whether or not a landlord manifests racial discrimination in selecting tenants might depend not only upon the extent to which he is prejudiced, but also on his knowledge of his liability to prosecution under the Race Relations Act, and his estimate of the chances of an action being brought against him. Any given piece of behaviour is governed by a multiplex of personality and situational variables.

Wicker (1971) describes a study that was specifically conducted to investigate the possibility that measuring other variables in addition to attitudes would facilitate prediction of overt behaviour. Besides measuring attitudes toward the Church, he obtained verbal measures of (a) perceived consequences of taking part in various Church activities (e.g. Does church attendance set a good example to one's children?) (b) evaluation of participation in church activities (e.g. the degree of approval/disapproval attached to the idea of missing church twice a month), and (c) the judged influence of extraneous events (e.g. Would church attendance be affected by non-religious weekend guests?). All

four variables were investigated as partial predictors of three behavioural criteria: Sunday service attendance, monetary contributions (both estimated from church records), and serving in responsible roles in church activities (self-report). Consistent with the other variables' explanation of attitude—behaviour discrepancies, addition of the verbal predictors to the attitude measures in a stepwise regression analysis did significantly improve predictions of the three behavioural criteria. The best single predictor of behaviour was judged influence of extraneous events (mean $r = .36$), followed by evaluation of behaviour (mean $r = .26$), attitude to the Church (mean $r = .22$), and perceived consequences of behaviour (mean $r = .15$). Clearly, attitudes are not the only predictors of behaviour; nor are they necessarily the best.

(2) It is not always possible to be certain what attitude will predict what behaviour. Kiesler *et al.* (1969) point out that 'our notions that a particular attitude correlates with a particular behaviour may be incorrect not because of a general failure of attitudes to have any relationship to behaviour, but because our intuitive notions about which attitudinal factors are correlated with which behavioural factors are incorrect'. In other words, we are in a better position to predict overt behaviour if we consider a variety of relevant attitudes, not just the one that is apparently the most directly related.

(3) As a general rule, measures of attitudes toward a specific kind of behaviour are better predictors of that behaviour than general attitudes toward relevant attitude objects. In Wicker's (1971) study, a measure of evaluation of church-related behaviour turned out to be more closely correlated with actual church participation than attitudes toward the church in general. This is in line with a frequently reported finding that the 'action tendency' (conative) component of attitudes is a better predictor of actual behaviour than beliefs or feelings in relation to the attitude object. In fact, close relationships between verbal and behavioural measures may turn out to be almost tautological, and trivial in the sense that the verbal measure lacks generalisability to other behaviours and situations because it fails to tap stable and broad personality characteristics or emotional orientations.

(4) The failure of an attitude measure to predict overt behaviour may simply reflect the inadequacy of the attitude measure, i.e. it may mean that the particular attitude measure is not valid, rather than attitude measurement in general. Since many of the studies reviewed by Wicker used tests such as the California F-Scale which are known to be suspect in validity (Wilson, 1973) we can be fairly certain that this explanation applies to at least some of the low correlations between attitude and behaviour that have been reported.

(5) Finally, it should not be forgotten that verbal report is itself a kind of behaviour that requires classification and explanation even if it does not correlate in any obvious and expected way with other forms of behaviour. In fact, one way of operationally defining an attitude that is implicitly adopted by many researchers is to regard an attitude as a cluster of opinions, i.e. as a factor underlying the correlations among several different opinion statements. A hierarchical model of the relationship between opinions, attitudes and ideology has been put forward by Eysenck (1954). Also, it is worth noting that questionnaire responses are not always entirely impotent and ineffectual forms of behaviour. For one thing, they determine who is to become President of the United States and Prime Minister of Britain.

The finding that major attitude factors are related to personality dispositions leads naturally to the question of whether genetic factors are involved in the development of attitude patterns. This possibility was recognised by the eminent American attitude researcher William J. McGuire (1969), though he admitted it with some trepidation 'because it seems to imply that "bad" attitudes like racial prejudice will be hard to change and that the genes for malevolent selfish attitudes will increase in frequency because they seem to offer survival value'. McGuire, however, is aware that unattractiveness of a hypothesis is not sufficient

to invalidate it, and he goes on to describe some mechanisms by which attitudes might be affected by innate dispositions such as aggressiveness and intergroup hostility. For example, he cites a report that ants normally attack members of their own species who come from other colonies but tolerate with indifference visits to their nest from insects of other species. Thus he says, 'It would not be impossible for xenophobia to be a partially innate attitude in the human'. McGuire also cites a variety of physiological conditions which are known to affect attitudes, including ageing, illnesses such as encephalitis, tuberculosis and epilepsy certain drugs and brain surgery. On the basis of observations such as these, McGuire concludes that biological influences on attitudes are feasible, but he notes that in the absence of empirical research these ideas had to be quite conjectural.

The most important study of this question so far available is that of Eaves and Eysenck (1974). They studied the variation and covariation within and between pairs of monozygotic (identical) and dizygotic (fraternal) twins. Tests used were a new version of the Eysenck Personality Inventory, which measures psychoticism, extroversion and neuroticism, and a 60 item social attitude inventory measuring radicalism—conservatism, tough-mindedness, and tendency to give extreme opinions (emphasis). There were 706 pairs of like-sexed twins,

450 of them monozygotic and 256 dizygotic. The pairs had been separated for varying periods of time. Results showed clearly that a simple environmental hypothesis would not account for the co-variation of the six personality and attitude factors. On the other hand, an interactionist (genotype—environmental) hypothesis fitted the data reasonably well Heritability estimates are given .

Before going on to discuss the area of attitude change might be useful for illustrative purposes to describe one extension of general attitude factor measurement into an applied/social field. One such area is that of attitudes to treatment. A number of recent studies have been concerned with the attitudes of psychiatric staff (doctors and nurses) to different types of treatment, and the way in which these tie in with social attitudes in general. Other studies in these series have investigated patients' attitudes to treatment and their expectations and preferences with respect to different types of treatment.

For purposes of this kind T. Caine and his colleagues at Claybury Hospital in Essex (e.g. Caine and Smail, 1969) have developed an Attitudes to Treatment Questionnaire (A.T.Q.) which patients and staff complete to reveal ward attitudes and liking for different kinds of treatment. In one study, conservative psychiatric nurses (according to scores on the Wilson— Patterson Inventory) were shown to have

traditional views of hospital ward organisation. emphasising formal staff/patient relationships. Liberal nurses were more in favour of group psychotherapy and the therapeutic community approach.

A study by Pallis and Stoffelmayr (1972) revealed strong relationships between the attitudes to treatment of psychiatrists and their general social attitudes as measured by both the Wilson—Patterson and Eysenck Inventories. Conservatism was associated with a predilection for physical treatments (E.C.T., drugs, and psychosurgery), the need for hygiene, strict discipline and maintenance of the staffs image as omnipotent people. Tough-mindedness was also associated with these characteristics, though to a lesser degree. Another interesting finding was that the less conservative doctor chose his psychiatric specialisation earlier on in his medical career than the more conservative doctor. This might be interpreted as suggesting that the liberal psychiatrist has more of a humanitarian calling to his specialisation. A group of psychiatrists who stated that they did not use psychotherapy in their practice were found to be significantly more conservative than those who did practise psychotherapy; they were also more physically oriented on the A.T.Q.

In another study, Pallis and Stoffelmayr (1973) showed that psychiatrists who had received formal training in psychotherapy were

more liberal and tender-minded than those who had not, and that they tended to favour psychological methods of treatment against physical treatments on the A.T.Q. Although these findings, like those above, do not establish causal relationships, the researchers argue that it is more likely that the psychiatrists choose their training because of the attitudes they hold rather than the other way about. In view of the broad base of the major attitude factors it does seem unlikely that they would be greatly modified by brief training in psychotherapy.

Caine and Leigh (1972) studied the attitudes of 85 neurotic out-patients. Those scoring high on conservatism tended to favour behaviour therapy while the liberals showed a preference for group therapy. This result suggests that behaviour therapy, being directive and authoritarian to a certain extent in its nature, and promising a simple, straight-forward cure, is more consistent with the expectations and personality needs of conservative patients. Verbal/insight therapies are presumably less acceptable because they are intraceptive, self-indulgent, and involve a great deal more psychological 'risk' and uncertainty.

Even more interesting was the discovery that patients assigned to behaviour therapy were more conservative than those assigned to group therapy. This implied to the authors that conservative patients must

have presented their problems to the psychiatrist in a way that invited or 'demanded' a more authoritarian form of therapy. Caine and Leigh speculate that conservatives, in presenting their case, may have laid greater emphasis on symptomology than on interpersonal difficulties and so were more likely to be assigned to behaviour therapy for the removal of their symptoms. Whatever the precise mechanism, it is interesting to discover that the patient's general social attitudes are partial determinants of the doctor's decision as to what form of psychiatric treatment is appropriate.

Robertson and Kapur (1972) found that students who experience emotional distress are more likely to consult a doctor if they are high in conservatism. Apparently the more radical students are less likely to seek help from an 'establishment' doctor and are more inclined to see their problem as existential' and beyond the scope of traditional medical practice.

These studies taken together incline us towards several conclusions: (1) Behaviour therapy, with its emphasis on symptom removal rather than interpersonal relationships is perceived by both patients and psychiatric staff as more closely related to physical and traditional treatment procedures. (2) Behaviour therapy and physical treatments are favoured by conservative and tough-minded psychiatrists

and patients alike. (3) The attitudes of both are involved in determining the kind of treatment that is prescribed and received; together they may account for an appreciable amount of the variance in the assignment of different treatments. Future research might profitably consider the hypothesis that conservative and tough-minded patients would actually derive greater benefit from physical treatments and behaviour therapy compared with liberal and tender-minded patients who might be expected to do better with group therapy.

Attitude is defined as "a person's behavior, which indicates his/her thoughts, feelings, or opinions." In youth sports, you can tell kids' attitudes by watching their behaviors during practice or a game. If they see the game as a game, with an opportunity to learn skills, compete, increase confidence, and have fun, they're able to go with the flow, have fun, and relax. Overall, they show a sense of humor and a sense of good sportsmanship. They're able to learn from their mistakes. However, if they see the game as a pressure-filled event, with winning as the only acceptable outcome, most of their energies will be spent trying not to make mistakes. If they make mistakes (which is inevitable in youth sports), they'll use lots of energy making excuses, blaming others, complaining about officials, etc.

How do kids develop their attitudes? As the saying goes, "The acorn doesn't fall far from the tree." As parents, we have to be aware that our behaviors often set the tone for our kids' attitudes toward youth sports. As adults, we often tend to focus on the "end product", rather than the "process". When an adult arrives at game's end, and sees the kids coming off the field, what is the first word out of his/her mouth? It's usually, "Who won?" or "Did you score any goals (get any hits, etc)?" With our emphasis on the end product, we run the risk of teaching our kids to focus on outcome rather than process (skill improvement). Mistakes are no longer viewed as opportunities to learn. They are seen as occasions of failure.

Research has shown that elite athletes focus on tasks, not trophies. That is, they focus on the process of their skill development, measuring their progress in terms of frequency, duration, or intensity. They have an intense desire to win, but most of their energy is spent competing against themselves. Success in their eyes is measured by progress, not trophy size.

As parents if we're looking to develop a positive attitude in our kids, we would do well to watch our own behaviors at athletic events. Do we give positive encouragement, or critical judgmental remarks? Do we show a calm demeanor, or heated over reactions to mistakes? Do we praise participation, or game statistics? Next time you go to a game, remember, your attitude is showing, and your kids are watching.

SPORTS AS A BUSINESS

People's attitude toward sports is not only having fun, but also business. In other words, people, for example, who work at company such as ADIDAS, NIKE make money with sports. Sport must be one of the best ways to make money. As HARPER'S said, "Sport was business, not poetry". (David Guterson, 1994, p.37) In fact, "the ads are as important as the game". (David Guterson, 1994, p.38) People who engage in sports surely make money with sports; so generally, sport is a good tool to earn money. According to Sport business in the next decade, companies which relate to sport need many business tactics such as creative financing, cutting budget to keep thriving. (Daniel & Dennis. 2001) Of all others, one of the most common strategies to make money in sport business area is sponsorship. As lots of people know, ADIDAS or NIKE, these companies are very popular company of sports in the world. They often have a relationship called sponsorship which is the provision of resources (e.g., money people, equipment) by an organization (the sponsor) directly to an individual, authority or body (the sponsee), to enable the benefits contemplated in terms of the sponsor's promotion strategy, and which can be expressed in terms of corporate, marketing, or media objectives (Gillent & Crow, 2005, p.100) between them and players (not only players but also other company, TV station,

etc). Sponsorship is one tactical component among the company's marketing area. To have a sponsorship means that the chance to show own company's name will be increase. Media companies also make money from sports. Some sports companies advertise their product on TV, radio, newspaper, magazine, and so on. These media get money from sports companies because media advertise product, so actually lots of people, companies are connected and they make money from sports. (Lapchick, 1996) Companies and people which relate to sports use tactics and make money, so one of the attitudes toward sports must be business.

The National Association for Sport and Physical Education (NASPE), a nonprofit education association of over 18,000 professionals in the fitness and physical activity fields, wanted to explore with adults and teens their attitudes about physical activity and physical education: to learn about their physical activity experiences, positive and negative. Here are highlights of their beliefs. NASPE, an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), is the only national association dedicated to strengthening basic knowledge about sport and physical activity among professionals and the general public. Putting that knowledge into action

in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals.

Athlete should not be the only person to be blamed in case of a positive drug test. Numerous studies have pointed out that an athlete's use of drugs in sport could be attributed to a complex interaction of personal and environmental factors (Nicholson and Agnew, 1989; Tricker, Cook, and McGuire, 1989). Possible contributing environmental factors include attitudes of peer group and parents, accessibility to drugs, and cultural norms and values (Polich, Ellichson, Reuter, and Kahan, 1984; Tricker and Connolly, 1997). In the coaching literature, coaches are viewed as having a strong influence in regulating athletes' behavior and attitude (Anshel, 1990; Orlick, 1990). For example, Dieffenbach, Gould, and Moffett (2002) suggested that coaches play crucial roles in influencing quality of coach-athlete relationship, developing achievement goals for the athletes, mentoring athletes' development and indirectly model the positive skills and characteristics athletes need for success. Therefore, it is argued that coaches could be one of the more important agents in preventing drug use among athletes and should be included in any doping prevention campaigns (Dubin, 1990). (B.NO.17)

For coaches to function optimally as role models and in assisting young athletes to formulate correct attitudes against doping, they must also possess accurate knowledge and appropriate attitude on doping and drug use. Although coaches can gain information about drug use and drug abuse through various channels, seminars and information packages are the media more favored by Hong Kong community coaches. In Hong Kong, the Sports Federation and Olympic Committee, Hong Kong, China and the Hong Kong Coaching Committee are the major stakeholders to provide such information to community coaches. In order for these agencies to develop appropriately sequenced knowledge, some understanding of the current status of coaches' knowledge and attitude on drug use and drug abuse is necessary. Therefore, one of the purposes of the present study was to assess the perceived knowledge, actual knowledge, attitude, subjective norms and behavioral intent related to performance enhancement drug (PED) among Hong Kong community coaches.

The failure of the literature to report consistent attitude-behaviour relationships or show evidence of stability in children's attitudes toward physical activity (CATPA) led to an examination of the construct physical activity as an attitude object. Five hundred and fifty young male and female athletes were surveyed to obtain the following information;

CATPA, children's attitudes toward the specific sport (CATSS) in which they were involved, and the activities perceived to be representative of six physical activity subdomains. Significant differences among sport groups were found in three of the attitude subdomains, the most noticeable being for females in the Aesthetic subdomain. In general, the athletes' perceived physical activities represented the sport in which they were participating. The small differences between CATPA and CATSS mean scores, along with the results of both canonical analysis and factor analysis, led to the conclusion that children's attitudes toward the construct physical activity are essentially equivalent to their attitudes toward a specific sport. The validity of physical activity as a well defined attitude object was substantiated for young Canadian athletes.

The attitudes towards activity (CATPA) and perceptions of physical education of a sample of 291 secondary and 316 primary boys and girls were investigated with respect to health promotion. Using analysis of variance techniques significant differences between boys' and girls' attitudes were found in both the secondary and primary samples. Girls had significantly more positive attitudes towards physical activity than boys, but the data yielded no differences in attitudes between the socio-economic levels. The influence of CATPA scores of the literacy sets variable was significant, but the numeracy sets variable

yielded non-significant results. This result highlighted the implications of internal school organization for health promotion and children's affective development. MANOVA was used to analyse gender differences in CATPA subdomain scores. Girls from both samples were found to have significantly more positive attitudes than boys in the aesthetic domain. Differences were also found in social growth and vertigo scores. All groups ranked health and fitness objectives highly, with a similar pattern of pupil perceptions of physical education emerging from both samples.

1. Statement of the Problem

**“COMAPRATIVE STUDY OF RURAL AND URBAN PARENTAL
ATTITUDE TOWARDS PHYSICAL EDUCATION AND SPROTS
OF NCR OF DELHI”**

2. Significance of the Study

(a) It would expected that this study may reveal the attitudes, favourable or otherwise of parents towards various aspects of physical education and sports, such as physical, mental, personality, social, emotional, educational, etc.

(b) This would be help the physical education and sports authorities to reinforce the favourable attitude in order to cultivate a positive approach towards this important branch of education.

(c) The results of study would be helpful in formulating measures to educate the parents in realization of the necessity of their wards participating in programmes of physical education and sports to lead the balanced development of the child personality.

3. Hypothesis

On the basis of literature reviewed, available research finding expert opinion and scholar's own understanding of the problem it is hypothesized that most of the parents did not have a positive attitude towards Physical Education and Sports.

4. Delimitation

The study was delimited to the parents of the Students studying in the N.C.R. of Delhi namely Govt. School, Semi Govt. Schools, Private Schools.

5. Limitation

As the present study was limited to administrative of one questionnaire the following limitations are recognised :

(a) It is unlikely that the respondent could react to a statement validity in the absence of personal experience.

(b) There is possibility that an individual may answer according to what he thinks, feel, rather than how he really feels.

6. Definition of the Important Terms

Attitude

(a) Attitude is normally understood feeling, mood or opinion towards something.

(b) Attitude is an implicit response or predisposition to act towards or away from an individual or social value.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Research scholar has made a sincere effort to go through professional Institute for literature related to the study. Research Studies on the attitude of Rural and Urban Parents towards physical education are very limited in number. However, some related studies have been reviewed in this chapter.

Levy (1983, B.No.44) compared the high school female's attitudes towards mathematics in co-education and all girls private schools. The purpose of this study was to determine if quantitatively bright girls attitude towards mathematics differed when the learning environment was either co educational or sex segregated.

185 subjects were administered the Fennema-Sherman Mathematics Attitude scales. The two groups were hypothesized to differ (non-directional) on all but two scales. PSAT-M scores were used as covariates to statistically equate the groups with respect to their quantitative aptitude. The data were analyzed via a multivariate analysis of covariance.

Results of the study revealed that coeducational and sex-segregated girls did not significantly differ on any of the scales of the

FSMAS and hence all hypothesis postulating group differences were found untenable. The data suggest that the sex composition of the learning environment has no significant impact on the mathematics attitudes of the population under investigation.

Lee and Drinnen (1983, B.No.26) took up study to analyze the attitudes of senior high school students and senior high school coaches towards youth football. For the purpose of the study, youth football was defined as a participation on a non school sponsored team at the sixth grade level and below. 724 senior high school students and 38 senior high school football coaches were surveyed.

The researcher constructed survey were based on experience and the literature utilizing a Likert type response scale. The data was statistically analyzed by a t' test at the .05 level of confidence. Another basis for statistical analysis was thirteen identical items on the coach and student surveys. Mean responses to the student and coach survey items were statistically analyzed to determine significantly different mean responses between the various groups. Findings showed that comparison of senior high players and groupings of students who had terminated football participation revealed statistically significantly different results for thirteen of twenty-five items. Students responded "agree" (53%) and "strongly agree" (25%) to statements concerning

benefits attributed to youth football. Some conclusions drawn on the basis of the study were (1) Students want to play for fun rather than winning. (2) Students derived benefits from playing youth football. (3) Coaches and students had different views on youth football.

Cavanaugh and Robert (1983, B.No.5) surveyed students study habits and attitudes towards school. For the survey students in grade nine through twelve from a metropolitan mid west community comprised the population of the study. A stratified random sample of 509 students representing about 10% of the population, was administered the student study habits and attitudes survey SSHA and completed a demographic information form containing the items related to the research problem. ANOVA and 'T' test were utilized to compare the means of groups. An alpha level of .05 was employed to test the difference between means.

Females scored higher than males on the SSHA when the means of both groups were compared. Students grade comparison indicated that, regardless of grade placement, study habits and attitudes towards school were similar. Analysis of student scores by class rank and grade point average indicated that students in the upper quarter of the class and students with grade point averages between 3.51 and 4.00 scored highest on SSHA. Seventeen extra class activities were compared on a participant-non participant basis. Students involved in community

service, interscholastic athletics, publication and student government scored significantly than students non-participants in those activities.

Students planning to attend a college/university scored higher on SSHA than students with other plans-students with no plans following high school and those students planning to get jobs immediately following education, scored lowest on SSHA.

Cox and Hilton (1983, B.No.19) studied attitudes and scholastic aptitude of Spanish-American children toward school, teachers and community and to determine differences in scholastic aptitude, school achievement and academic accomplishment between Spanish-American students and the Anglo pupil. A descriptive study was conducted between Anglo pupils and Spanish-American children enrolled in grade seven through twelve. Information was gathered from cumulative folders, individual conferences, test scores, teacher conferences and interviews with parents, employees and law officials.

Finding indicated that Spanish-American children could not be classified in terms of attitudes. The Spanish-American had a wide range of desires and beliefs as did Anglo pupils in the same school and similar economic situation. The greatest differences did not occur in attitudes but scores on standardized tests and grades in school. With an indicated IQ ten points lower than his Anglo classmates, the Spanish-

American pupil scored lower on achievement test and lower in class grades.

Reason affecting this record include language difficulty, economic and social life, educational level of the parents and other factors. There is indication that an individualized approach would benefit the Spanish-American student. Pilot programs which provide this opportunity have developed student interest, attitude and motivation.

Chamberlain (1984, B.No.14) assessed public attitudes towards female participation in sport. To aid in the assessment a 35 item questionnaire was constructed, validated, and reliability determined specifically for this study.

It was designed to assess; (a) generally, public attitudes toward female participation in sports, (b) differences between the selected population segments on attitudinal dimensions.

The questionnaire was administered to 828 men and women of various ages (over 18 years) educational levels, personal participation levels, and religious affiliations. The interview made was a 10 minutes telephone interview. All of the subjects who were randomly selected resided in salt lake country Utah. Chi-square analysis was used to determine differences between the groups on the various dimensions. Statistical treatment indicated that there were differences between

demographic groups on various dimensions, that there were differences between demographic groups on attitude toward female participation in sports, and that the general public's attitude is favourable toward female participation in sports.

Oglesby and Ann (1984, B.No.31) conducted study on : A comparison and Analysis of Attitude of parents and teachers of Kindergarten Children on selected issue related to kindergarten education. The purpose of this study was to obtain, compare, and analyze the attitudes of parents and teachers of public, private and church kindergartens toward parents involvement, the importance of kindergarten education, and other issues relating to the curriculum and elements in effective kindergarten programme. The subjects consisted of ninety-two parents and twenty-one teachers. The data was collected by using two questionnaires constructed by the researcher, the kindergarten survey for parents and the kindergarten survey for teachers.

Findings from this research indicated that parents and teachers differences of opinions; on some issues, parents and teachers in all three programmes indicated that they believe a kindergarten child is ready for a more academic curriculum, however, rejected the idea of a

highly structured environment and gave a resounding "no" to homework on the kindergarten level.

The parents in all three programs indicated a desire for more parents involvement that did teachers in the three programs. The parents indicated a desire for more communication between parents and teachers and a need to feel "welcome" in the school environment.

The teachers and parents, with exception of the parents with children in public schools all indicated that emotional growth and psychological development was the most important element in a kindergarten program and that the teachers should give a high priority to assisting students to feel good about themselves. Parents with children in the public schools all indicated that they worried about the academic growth of their children and that they saw kindergarten education as necessary to the success of a child in the first grade. Parents and teachers indicated that teachers fail most often in assisting children to feel good about themselves and in seeing each person as having dignity and worth. A very surprising area of failure listed was in fostering creativity.

Adian and Franklin (1984, B.No.16) assessed the attitudes of instructors and students to determine the extent to which Emily Griffith opportunity school (EGOS) was meeting the needs of these enrolled in

vocational programmes and if the programmes were equally accessible to the population served.

The study had four specific objectives

- (1) To develop a profile of the student population.
- (2) To assess the attitudes of vocational instructors toward administration, supervision, and support services,
- (3) To ascertain if the present location of the school was desirable,
- (4) To determine if a difference existed between attitudes of instructor's competencies, facilities and equipment, counseling, and job development.

Questionnaires were developed and constructed so that a comparison could be made between instructor's and students responses. The population surveyed included all students and instructors in attendance on a predetermined data. The responses were considered to be 100 percent.

Data from the student profile questionnaire and part II of the instructor's questionnaire regarding attitude toward administration was reported in frequency of responses in percent. A t-test was utilized to determine if a significant difference existed between attitude of

instructors and students. The null hypotheses were tested at the .05 confidence level of significance.

The following major conclusions were made after analyzing the data :-

- (1) EGOS was ideally located for equal access to programmes.
- (2) Supervision should be increased.
- (3) Supervisors should be more knowledgeable in preparation of instructional material.
- (4) Utilization of program advisory committees should be expanded.
- (5) There was a significant difference in attitudes between students and instructors in health education regarding job development activities.
- (6) There was a significant difference in attitudes of students and instructors in office occupations regarding curriculum and job development.
- (7) A significant difference existed between students and instructors in technical education regarding facilities and equipment,
- (8) In trades and industry, a significant difference existed between attitudes of instructors and students regarding instructor's competitions.

Alive and Camila (1984, B.No.2) took nation wide survey of Education Doctoral student's Attitude Regarding the importance of the library and the need for bibliographic instruction. There were four phases to the problem studied concerning doctoral students in colleges of education who were involved in library research work. The first phase of the problem was to determine the library attitudes of groups within the doctoral student population. These groups were divided by their dissertation states and by frequency of library usage. The second phase was to determine the importance of library use and knowledge among doctoral students. The third phase was to determine whether or not doctoral students believed they had the proficiency of using the academic library and its resources for extensive literature searches.

The fourth phase was to determine whether or not they recognized and admitted to deficiencies in their knowledge of library research methodology, and whether or not they would be supportive of (a) making such instruction required at the graduate level, and / or (b) taking a bibliographic instruction course as an elective?

A questionnaire was used to survey doctoral students in schools of education who were randomly selected as the research sample. A four-phase sampling procedure was used to obtain a proportional stratified sample from the population.

Findings reveal that (1) over two-thirds of the doctoral students in schools of education stated that they thought knowledge of the library and its resources was important to their academic success. (2) over half of the doctoral students thought library usage was important to their academic success. (3) more than one-half of the doctoral students thought they had deficiencies in library knowledge. (4) Doctoral students responded by more than one-half to a need for bibliographic instruction. (5) The majority of doctoral students agreed that a course in library research methodology should be required in programmes where dissertation were mandatory. (6) The majority of doctoral students stated they would take such a course as an elective.

Bunthirasmi and Somphong (1984, B.No.4) took study to determine the attitudes of teachers toward female public school administrators in the province of Phisanulok, Thailand. The purpose of this study was (a) to identify the attitudes of public school teachers on the elementary and secondary levels toward women in administrative positions; (b) to identify whether or not there are significant differences between the attitudes of men teachers towards women in public school administrative positions and the attitudes of women teachers toward women in public school administrative positions according to age, level of education, years of experiences marital status, and previous

experience working for a women administrator and (c) to identify whether or not there are significant differences between the attitudes of elementary school teachers towards women in public school administrative positions and the attitudes of secondary school teachers toward women in public school administrative positions according to age, level of education, years of experience, marital status, and previous experience working for a women administrator. To accomplish these purposes, a questionnaire was mailed to a random sample of 324 teachers who currently teach in grades one through twelve in Phisunulok province, Thailand. Two hundred seventy seven teachers, representing 85.49 percent of the sample, returned completed questionnaires.

Part I of the questionnaire is designed to gather relevant demographical data to determine the attitudes of teachers toward women schools administrators. Part II of the questionnaire contains the Attitude Research Instrument (AR_1) which was used to measure the attitudes of teachers. Analysis of variance was used to test the data according to the independent variables.

Two statistically significant differences were found among the data:(a) there was a significant difference between the attitudes of women and men teachers towards women in administrative positions

and (b) there was a significant difference between the attitudes of secondary school teachers who have worked for a women school administrator and secondary school teachers who have never worked for a women school administrator.

Zimet (1985, B.No.53) conducted a study on children sport trait anxiety and professionalized sport attitude in three racially different communities. The problem was to determine the relationship between the independent variables, grade level (age) sex, age and community type and dependent variables sport trait anxiety and sport attitudes as well as the relationship between the two dependent variables. These relationships were measured by the sports competition anxiety test and Webb's model and analyzed by the conversion of ANOVA and path analysis.

The sample (N-Mo) was comprised of children in grades three through six in which each grade level was 25% the sample. The sample was 52% male and 48% female. The respondents were 66% white, 29% black and 5% Hispanic. The children came from urban section of New York city's (327) a sub-urban area of New York city (26%) and a rural were currently enrolled in co-educational physical education instruction and were not participating in any other organized sport programme at the time of testing.

Result showed that grade level was not related to either of the two dependent variables. The sex of the respondent was related to both the dependent variables and predicted sport attitude and sport trait anxiety. Race was not related to either of the dependent variables, but predicted sport attitude community type was related to both dependent variables and predicted sport trait anxiety. In all cases the prediction of the dependent variables by sex, race and community type was low. It was concluded that sex community type had the greatest effects on the sport anxiety level and sports attitude of the respondent. In this study the sport trait anxiety and sport attitude were unrelated. The mean SCAT score for the sample was 18.89 and 92% of the respondents reported to have a nonprofessional sport attitude.

Banjar and Saleh (1985, B.No.45) conducted the study "Attitudes of supervisor and teachers towards the social studies curriculum in Saudi Arabian secondary schools." The purpose of the study was to provide a research based for needed changes curriculum in the secondary schools of Saudi Arabia.

Implication for changes in the curriculum will be based on the attitudes of supervisor and teachers towards particular strength and weaknesses of the current social studies curriculum.

Likert's type questionnaire were designed, sample of 34 supervisors and 232 teachers from 14 large educational districts of Saudi Arabia were taken. The questionnaire data were analyzed and significance levels were determined with independent sample 't' test.

The result showed that both supervisors and teachers felt that, all aspects of the social studies curriculum need to be improved and developed.

Jeffers (1985, B.No.21) investigated the attitude of elders who participated in a senior health screening program toward health beliefs and the completion of recommended health care follow-up. Demographic variables of age, sex, residence and diagnosed problem qualities (problem complexity, outcome and severity) were correlated to health belief attitudes, a self-assessed health rating and category of completed follow-up.

The sample was comprised of individuals over the age of sixty years who had participated in a nursing based health screening clinic. Subjects had been diagnosed with either a new health problem or were experiencing a complication from a previous disorder, had been counseled to seek medical assistance and had telephone communication with a staff member to note follow-up results. Demographic data and follow-up information were obtained from health

files. A health beliefs questionnaire and self-assessed health rating were completed by 78 older adults from a sample of 134 individuals.

Health beliefs measured were "Avoidance of health care providers and faith in medicine". A significant relationship occurred between age and faith in medicine. While a statistically significant difference did not result from other comparisons, questionnaire responses yielded relevant information from the sample.

Chuansnit and Supanne (1985, B.No.6) a conducted, "An assessment of teacher attitude toward the teaching of English in Thailand". The purpose of this study was to assess the nature and extent of teacher attitudes towards the teaching English in Thailand, as well as to determine the extent of knowledge about the teaching English possessed by Thai teachers. Differences in attitude knowledge between Bangkok teachers and non-Bangkok teachers were sought. Five questionnaires, three measuring attitude and two measuring knowledge, were developed and field-tested in the United States. The scales were then administered to 20 teachers in a pilot study designed to perfect the scales and the methods of their administration.

An additional 100 sets of questionnaire were sent to Thailand for administration to teachers in and outside of Bangkok and who taught at the elementary, secondary, and college/university levels. The results

indicated that for the pilot study group there were no significant differences in attitude between Bangkok and non- Bangkok teachers. For the main study groups there were no significant differences in attitude held by teachers who lived in Bangkok compared to the attitude expressed by the teachers who lived outside Bangkok.

Richard Paul (1986, B.No.33) conducted study on 'students attitude and achievement in an alternative fundamental public school program'. The purpose of the study was to compare the academic achievement and attitude toward school of students in an alternative fundamental school program with students in a regular school program. The subjects were 140 male and 130 female students in grades one, two and three from two public elementary schools. Data was obtained from several levels of comprehensive tests of basic skills which evaluated achievement in reading, language, mathematics as well as total battery. The school sentiment index measured students attitude toward school. The three-way analysis of covariance was used to determine relationship of program, grade level and sex for academic achievement. Analysis of variance was used to evaluate the attitude toward school of the students.

The analysis showed that mean performance increases for the academic achievement of all students in the sub-test areas of reading,

language, mathematics and total battery was not related to student participation in either the alternative fundamental school program or in the regular school program.

The attitude toward school expressed by fundamental school students at the end of their participation in the program was significantly higher than that expressed by regular school students. The data indicated this was true for both male and female students.

Ann (1986, B.No.3) evaluated attitudes of elementary teachers toward physical activity for themselves and for the children they teach. Using information developed from the purpose-process curriculum framework, perceived values were measured by responses from two inventories, and from personal interviews.

In phase one, 150 teachers of grades K-5 were given two inventories, both inventories were completed by 120 teachers. In phase two, 10 teachers from a selected school were interviewed for comments on their responses. It was concluded that teachers do value movement, more highly for children than for themselves. Teachers can differentiate between their attitudes about the purpose of physical activity for children.

Holmes and Arnica (1986, B.No.20) in this study assessed the attitudes of administrator's regular classroom teachers and special

education teachers towards specified components of PL 94-142 as related to mildly handicapped students. These specific components were : (a) right to a free appropriate public education (b) due process procedure, (c) least restrictive environment, (d) individualized educational plan and (e) non-discriminatory testing.

The sample for this study consisted of 28 administrators, 101 regular classroom teachers and 30 special education teachers. Analysis of the data using the discriminate analysis procedure revealed that no significant difference existed among the attitudes of administrators, regular classroom teachers and special education teachers.

Finger and Wendy (1986, B.No.18) investigated teachers concerns and attitudes about mainstreaming concerns, knowledge, experience and attitude and the effect of educational intervention designed to change attitude and level of concern about mainstreaming. Experimental subjects consisted of 30 pre-service, regular elementary and special education teachers from three locations who participated in a workshop designed to promote attitude change toward the handicapped child in the regular classroom. The Rucker-Gable Education Programming scale was used to measure both attitude, and general knowledge about handicapped children in the mainstreaming of education.

The results of this investigation demonstrated that teachers differ in intensity and level of concern about mainstreaming. In addition, strong correlations were found between general knowledge, mainstreaming experience, positive attitudes and higher level concerns about mainstreaming.

Desai (1986, B.No.15) took study to know the attitude of school going adolescent towards physical education programme in the school with reference to personality characteristics. The objectives of the study were (i) to construct a valid and reliable scale to measure the attitude towards physical education of school going adolescents, (ii) to study the attitude of school going adolescents in the context of their body build, (iii) to study the attitude towards physical education of school going adolescents from rural and urban areas, (iv) to study the attitudes towards physical education of school going adolescent in the context of personality characteristics, (v) to investigate whether there were any sex differences with regard to attitude towards physical education and (vi) to investigate whether family interest in sports and games had any relation to attitude towards physical education of school going adolescents.

Self constructed attitude scale was used for measuring attitude towards physical education programme by adopting the Likert method of summated ratings. The statements were constructed on the basis of six

aspects of physical education namely, physical aspect, psychological aspect, sociological aspect, educational aspect, moral aspect, and organizational aspect. There were 60 statements based on these aspects 30 of which were positive and 30 were negative. For measuring personality trait, 16 PF was used.

The study was based on a sample of 773 students. $2 \times 2 \times 3$ factorial design was contemplated and analysis of variance approach and multiple regression technique were used for analysis of data.

The findings of the study showed that the sex of the students did not influence significantly their attitudes towards physical education. The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education. The students from urban areas excelled in their attitudes towards physical education as compared to the students from rural areas.

The parent's interest did not play an important role in developing the attitude towards physical education. The students having normal weight did not significantly differ in their attitude towards physical education from the students who were overweight and underweight.

It is also found that there was no significant interaction effect of the facility of the school and the area of the school on the student's attitude towards physical education.

Cloud (1987, B.No.7) in his study analyzed the interrelationship of attitudes toward computers, micro computers training, and micro computer utilization practices of faculty of accredited and non accredited members of the American Assembly of Collegiate Schools of Business. In order to obtain data, a computer attitude survey constructed and validated by Roymond Beaurehgard was used.

A questionnaire designed to gather background information about the business faculty and their microcomputer training and utilization practices was also used.

Cross-tabulations and Chi-square tests indicated significant relationship between self initiated microcomputers training and accessibility to microcomputers, university provided microcomputer training and accreditation status.

Conclusions based on the findings of this study is that microcomputers training obtained by self instruction or from agencies outside the faculty member's home, institution enhances business faculty attitudes toward computers and apparent use.

Sham (1987, B.No.46) undertook a study to determine students attitudes, varsity inter scholarship sports participation & factors that affects their attitude. The data was gathered from high school 155 students with the help of interview schedule and a questionnaire.

Several factors appeared to affect the attitude of students towards participation in inter scholarship sports. The main and most definite factor was the influence of parents. The most interesting finding was that coaches, teachers, parents and community members believed that sports participation was beneficial to students, because it increases physical fitness and is a source of socialization.

I.M. Dhekwar, (1996, B.No.12) found that the (1) Higher Secondary students of N.T.C. and V.T.C. were similar on the measure of differentiating personality variable (2) All group of N.T.C. were higher in social and theoretical value and lower aesthetical and V.T.C. were similar for theoretical, social and political values differed in religious, economic and asthetmc value (3) Theoretical and social values were held at top position, Political value and second positive by students of N.C.T. and V.T.C. (4) religious economic and aesthetic values were held at low position by students N.C.T. and V.T.C. (5) Economic and aesthetic values were least preferred by students of N.C.T. while religious and aesthetic by H.S. students of V.T.C [1178).

M.V. Jain & others (1998, B.No.11) Demonstrates the role of patients own attitude towards the on going treatment as an important factor in ensuring success of any epilepsy treatment programmes, A sample of 80 epileptic patients (age 30-40 years) attending a

comprehensive rural health service project was interviewed. It was found that majority of the patient were well informed about the cause of epilepsy and more than half had tried alternative treatment method many patients had misconceptions about the goal of the treatment and the consequences of missing a prescribed drug dose, surprisingly few patients avoided taking medicines One day they were fasting for religious reasons. It was also noted that most patients depended on free medical supplies from the clinic dispensary and a small number of patient would stop medication, it was not supplied free of cost. The need to understand the patient. Concept about the cause and treatment of epilepsy, the need to educate them and their families regarding principle of modern medical treatment of epilepsy and the need to maintain a regular supply of free medicines have been discussed.

D., Kissinger., Tsering & others(1998, B.No.50) Assesses the level of knowledge and attitude about HIV/AIDS among Health care professionals serving Tibetan refugees. A self administered knowledge and Attitude questionnaire was given to 22 health care workers working with Tibetan refugees to assess attitude towards people with HIV knowledge about comfort in discussing sensitive topic and training needs, the overall level of knowledge of HIV was adequate but

misconception negative attitudes discomfort in discussing sensitive topic and sexual conservation were evident.

Sachdev Paul (1998, B.No.35) Examines sex related knowledge attitude and behaviour of 887 students from two major universities in India using a self administered questionnaire, data revealed that female students rejected the traditional Indian repressive sexual standards of premarital and non procreative sex and gender difference were becoming less despite their sexual awareness students were highly ignorant of the fact of life. Being male and married did not make them more knowledge.

Sachdev Paul (1998, B.No.36) Assesses the level of knowledge about AIDS/HIV among social work students determines their attitude towards people with Aids and homo sexual and evaluate their perception of personal risk of contracting AIDS, A group of 284 social work graduate students (age 19-24 years) completed questionnaire assessing their knowledge and perception. Result show That average the Ss were fairly knowledgeable about HIV/AIDS, Although they were deficient in their knowledge of crucial areas of aids prevention this lack of knowledge was serious because these people occupied focal positions in the development and implementation on health care service to meet the social and physiological need of AIDS infect individual, AIDS

knowledge is necessary but not clearly sufficient to achieve the goal of AIDS education unless such education addresses the student emotion and attitude that are likely to have an impact on their work with clients, Accurate, knowledge was associated with positive attitude.

Sachdev Paul (1998, B.No34) Compares 887 students of social work nursing and humanities from two major and Universities in Delhi with respect to their knowledge about AIDS/HIV and their attitude towards person with AIDS and homosexual Ss scores on a 20 item test indicated a fair degree of knowledge, how ever they lacked information on crucial areas of AIDS prevention and human sexual anatomy unmarried female and older students and those in social work and nursing discipline scored significantly higher on the knowledge test, social work students were more likely to be positive in their attitude towards AIDS victim than were students of nursing of humanities, knowledge was positively related to attitude and perception of risk. Despite their awareness of personal risk only 4 in 10 students used condoms during inter course. Educational strategies to increase cognitive and affective understanding of aids and its victims have been discussed.

Etzers Dorfer, E, Vijay Kumar (1998, B.No.22) Compares attitude towards suicide among medical students in Madras (India) and

Vienna (Austria) using the suiatt (Suicide attitude) Questionnaire, In Madras Ss had a restrictive attitude they. Rejected the right to Commit suicide all most always Judge suicide as a Cowardly, act and rejected the India, to assisted suicide In Vienna a More Permissive attitude was observed. The Indian Patterns came close to a "Medical or disease Model with greater emphasis on Mantel Illness impulsive and emotional aspect. Whereas the Viennese patterns reflected a theoretical relation Model concertrating on cognitive factor and minimissing the influence of Mental illness, emotional difficulties and restrictions related to suicide behavior, possible relations to their risk for actual suicidal behaviour have been discussed using respective answered on previous suicidal ideation and suicidal ideation appeared to be strongly, Influenced by different attitudes patterns only 16.8 percent reported previous suicidal Ideation in Madras compared, to 51.5 percent. In Vienna whereas the percentage of reported suicide attempts was equal in both place (5.9 percent)

L.R. Yagnik, & Deepak Teraiya, (1999, B.No.52) Assesses the belief and attitude of rural and urban people towards social reforms moral values and drug abuse the sample consisted of 240 subject from rural and urban areas (age group 15-35 years, 35-55 years and 55 years) A likert type battery of social attitude scale (S.A.B.) (Patel 1993)

was administered attitude towards social reforms was significantly influenced by interaction of all three factor age, sex and areas of residence, it was also found that attitude towards moral values was significantly influenced by gender and interaction of factor like age gender and areas of residence gender of the subject significantly affected their attitude towards drug abuse. Results have been discussed in the light of the significant interaction among the variables.

Prahbhjot (1999, B.No.28) Review research on television and its effect on aggressive behaviour as well as academic achievement in children. It has been found that in many countries including India, children become consistent television viewers by the age of three years. However before the age of 8 they are not able to comprehend completely, they cannot distinguish fact from fantasy, Hence they are valnerable to being influenced by what they see reviewing of television, television violence increasing aggressive behaviour in children. Television viewing has been reported to displace other activities and has created various mental health problems. Researchers have formulated strategies for parents for regulating television viewing and modifying its effect.

Manju Pandey, & Other's (1999, B.No.32) Explosers the attitude of effective and ineffective teachers towards the teaching profession as

a function of their age and experience, from a sample of 100 secondary school teachers 40 effective and 31 ineffective teachers were identified on the basis of their score on the teacher effectiveness scale (Kumar & Mutha, 1985) and were administered the attitude towards teaching scale (Kath & Baunur, 1974) It was reported that in the case of effective teachers, neither experience nor is affected their attitude towards teaching whereas in the ineffective teachers group attitude towards teaching gradually became more positive with increasing age as well as experience.

H.L. Kalia, (1999, B.No.23) Compares the attitude perception of 67 females (age 20-60 years) and 22 male (age 31-45 years) executives from various public and private sector organizations towards their family, occupation, working women gender issue, behavior that increase women's chances for advancement on the job and characteristics associated with women's executive data were collected using a self-made questionnaire. It was found that the attitude and perception of female managers towards their family, occupation, work issues were such that they facilitated advancement on the job, implication of these findings have been discussed.

Parwin, Shanaz (1999, B.No.39) Examines the effect of religious affiliation on the child rearing attitude of mothers, A group of 100 Hindu

and another group of 100 Muslim, Mother of Intermediate College Students were administered, the Parental attitude Research Instrument (Sazena, 1976) and a Personal data sheet, Result revealed had a significant differential, effect on their child rearing attitude Hindu and Muslim mother differed, significantly In their rearing attitude towards male and female children.

N.P Singh & S. Saxena, (1999, B.No.47) Examines the teacher attitude towards science teaching, The sample consisted of 300 teachers from urban and rural Secondary Schools, Both science and Arts teachers were Administered a 5-point 'Likert Type" Scale and a personal data sheet developed by the author finding. Indicate that the attitude of science was significantly more favourable towards science compared to that of their urban counter parts grade of the teacher and their gender did not have a significant Influence on their attitude when the locality factor was held constant male teacher were found to have a significantly more favourable attitude towards making a compulsory, provision for science subject at a high school stage. The need disseminate scientific belongingness among those who believe in welfare and rapid. Progress of the nation has been stressed. It was found, the most teachers endorsed compulsory science education in school.

Anuradha Sharma, (2000, B.No.38) found that the (1) Urban volunteers were proportionally more qualified i.e. above secondary education than volunteers of rural areas (2) Rural learners had more favourable attitude as compared to urban towards the concept and processing of total literacy campaign (3) More urban as compared to rural learners were aware of the issues which were discussed in the literacy classes or having in the primers (4) Urban and rural learners had some what different sensitivity towards village problems (5) community people of rural areas motivated the adult learners more as compared to community people of urban area.

K. Rao, Parsad Visweswara, & B Devi Avataramu (2000, B.No.42) Compares the attitude of two-generation student youth and the middle aged towards the elderly in relation to different social demographic variable. The sample consisted of 114 middle aged people (mean age 38 years) and 75 university student (mean age 23 years) both group included respondent from families which had at least one elderly person living with them. Students were administered tuckman and large scale (1953). It was reported that the attitude towards elderly was more negative in the younger group than in their middle aged. Counterparts. More over male respondent not living with old people on their families respondents belonging to disadvantage section and those

from low income groups expressed a more negative attitude towards the elderly than their counterparts. suggestion for better care of the elderly have been listed.

Alka Deo, K. & Usha Ram, (2000, B.No.10) Examines the similarity between 100 colleges students and their parents perception of type, A behaviour Pattern (T.A.B.P) subjects were administered assessment of T.A.B.P. physical Health and stress. Result revealed the parents self-rating in T.A.B.P. had moderately significant association with student rating on T.A.B.P. perceived by the parents, similarly parents rating on the health on the student had a moderately significantly association with students rating on their own rating own health, student. T.A.B.P. stress and health were more closely associated with the perceived T.A.B.P. in the father than with the father self-rating on the T.A.B.P.

K.V. Ramana (2000, B.No.37) Examines the attitude of teacher's towards teacher's centers as a function of sex locality qualification and experience, the sample consisted of 168 teacher from schools covered under APPEP" in East Godawari district and those attending the teacher's center meeting, A 3- point Likert type questionnaire prepared by the author and scrutinised by an expert was administered finding revealed that (a) teachers working both in urban and rural school held

similar views on teachers centers (b) female teacher had a positive attitude and it was significantly different from that of male teachers (c) TTC and B.Ed. qualified teachers need similar view and (d) experience did not affect teachers attitude towards teacher's centers.

Disha Shivare & V. Nair (2000, B.No.41) Evaluate the influence of religious affiliation on the attitude towards euthanasia. In a sample of 110 doctor (65 male, 45 female) subjects were administered "the attitude scale for scale for scale for euthanasia (developed by the author) and the religiosity scale (Bhushan, 1990) Result revealed the religious affiliation did not have a significant effect on the attitude of doctor belonging to high moderate and low religious affiliation groups was non-significant, there was no difference in the attitude of male and female doctors towards euthanasia".

A.K. Tewari (2000, B.No.49) Explores the attitude of students toward the teaching, profession, the sample comprised 180 students from high school, Inter college and graduate course with an equal number of boys and girls subjects were administrated a Thurston type scale (Tewari, 1996) to assess their attitude. Result revealed that the attitude of 53.3% of the subjects towards the teaching profession was favorable attitude. The remaining students were neutral in their attitude. The sex of the students significantly influenced their attitude. A higher

number of female students had favorable attitude compared to male students. Even though the difference between the educational levels of the students was not significant. The result suggested an increase in favorableness of attitude from high school to intermediate level and then a decline level of them at the graduation level.

Mohan Sundaram, Kumar, K. and Kannan (2001, B.No27)

Examines the attitude of 300 parents from rural and urban area towards women's education (constructed by the Investigators) and personal blank were used, Result indicated that both mothers and fathers have favourable attitude towards women's education, However, urban parents had a significantly more favourable attitude than rural parents, Economic and social status did not significant impact on the parents attitude towards women's education. Suggestion to surmount barriers to women's education have been made.

Neeraj (2002, B.No.29) found that (1) There was significant difference between boys and girls in vocational and academic streams in respect of family environment. (2) There exist significant difference between boys and girls in respect to achievement motivation. (3) There exist no significant difference between boys and girls in vocational and academic streams in respect of self esteem. (4) A Positive relationship among family environment achievement, motivation and self esteem

found a partial support. (5) Three factors were identified: Factor-I and II as the factor of family environment and achievement, motivation. Factor: III was labelled as factor of self esteem, family environment and achievement motivation, this confirmed that the criteria measure of certain dimensions of family environment would constellate with measures of achievement motivation and self esteem. The study cites 276 references.

Sheela Sangwan, Nitasha and Duhan Krishana (2002, B.No.40) Find out the (1) slow learners lower IQ and the associated mental capabilities accounted for lower performance (than the average learners) on perception test (2) The average learners were also ahead of slow learners in terms of conceptual development. The study had 8 references.

Kang Tej Preet Kaur and Sarita Saini (2002, B.No.24) Found the analysis of the data revalued that both the groups scored 25th percentile or below and were thus considered as nonlonely' individual but the z-test found that hostellers were more non lonely as compared to the days scholars, the study has 10 references.

A. K. Srivastva & R.C. Kapil (2004, B.No.48) This paper has been prepared on the engineering of sports as it is developing in India, data were collected through a protested questionnaire distributed to 200

sports participants (100 Male and 100 female) coming from the students population of the Universities an effort was made to analyses the sociological perspective of sports among the participant comparative aspect of age structure school back ground, eographical back ground parents, occupation education, family, income and Involvement, of parents in sports etc, The Hypothesis that the parents encourage their sons more than their daughter to be participate more than their daughter to be the study revealed that It was the sports women who were given more encouragement the hypothesis that teachers and coaches encouragement their male students more than their female students more than their female students was also not substained, as the study revealed that it was the female students who were given more encouragement, the hypothesis that educated parents encourage their children more than uneducated/less educated parents to take part in sports was verified, the Study revealed that the female students received more encouragement from their parents and the parents of sports women were better educated than those of the sportsman An Interesting finding of the study showed that there was a large percentage of Illiteracy among the parents of sportsmen”.

CHAPTER-3

PROCEDURE

In this chapter, procedure adopted for measurement of attitude, selection of subjects, selection and modification of questionnaire administration of questionnaire and the statistical techniques used for the analysis of data have been described.

MEASUREMENT OF ATTITUDE

The selection of a proper tool was of vital importance for this study since the aim was to assess the attitude of the rural and urban parents towards physical education programme in schools. It was dedicated to used attitude questionnaire as a tool. With the help of the questionnaire the investigator was trying to get the reflection of attitudes of the respondents towards physical education and sports of NCR of Delhi.

The validity of the responses, received greatly depended upon the integrity of the respondents and hence absolute validity could not be expected, however, the anonymous responses ensured the greater validity of the responses.

SELECTION OF SUBJECTS

2000 parents of the students of Government Schools, Private School, Semi Government Schools of NCR Delhi selected

randomly for the purpose of the study. The parents of the students of these schools were educated enough to understand and provide relevant responses to the questions asked in the questionnaire.

SELECTION AND MODIFICATION OF QUESTIONNAIRE

The research scholar gleaned through the various relevant literature pertaining to the present study and prepare questionnaire with the help of guide and other experts by modifying the already existing questionnaire, which used in various similar type of studies.

An attempt was made to make the wording of the statements simple, clear, relevant and free from ambiguity. Provision was made on the right side of each statement to note the attitude of the respondent by ticking (✓) one of the responses viz Yes/No respectively.

The aspects under which the statements can be grouped and the number of statements under each aspects have been shown in Table - A.

TABLE-A

Aspects of Physical Education and the Number of Statements in Each

S.No.	Aspect	No. of Statement
1.	Physical Aspect	5
2.	Mental Aspect	5
3.	Personality Aspect	5
4.	Emotional Aspect	5
5.	Social Aspect	5
6.	Educational Aspect	5

ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire were distributed to 2000 parents through their children who were students of the Government Schools, Semi Government Schools and Private Schools in NCR Delhi and in each of these schools 50 questionnaire were distributed.

The responses were collected in the same way. The student selected from the following NCR of Delhi i.e. Ghaziabad, Noida, Gurgaon, Faridabad, Bahadurgarh.

STATISTICAL PROCEDURE

Equal occurrence hypothesis (X-Chi Square) was applied to see the significance difference between the responses of each question, which was tested at 0.05 level of confidence. Further, percentile technique was also used to describe the responses in some meaningful way.

CHAPTER-4

ANALYSIS, INTERPRETATION AND STATISTICAL TREATMENT

In this chapter the analysis of the data which were collected through the administration of the questionnaire has been described.

The questionnaire comprising of 33 statements covering six aspects of physical education were circulated to parents of renowned school boys 1600 questionnaire duly filled were received.

FINDINGS

The analysis of data carried out to know the percentage opinion of the parents of the students on a particular aspects was assessed by using the statistical technique X^2 (Chi-Square). For testing hypothesis the level of significance was set at 0.05 level of confidence.

The responses of parents in respect to parental attitude towards physical education programmes are presented in the following tables.

TABLE-1
DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT
"PHYSICAL EDUCATION IS CONCERNED
MAINLY WITH MUSCLE BUILDING".

	Affirmative (%)	Negative (%)
fo	982(61.4)	618(38.6)
fe	400	400
fo – fe	91	-91
(Fo – fe) ²	8281	8281
(fo-fe) ² /fe	20.70	20.70
$\chi^2 = 41.4^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-1 that the obtained responses for affirmative (982) and for negative (618) in relation to the question. It yielded a significant χ^2 of 41.4, which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicated that 61.4% for affirmative responses and 38.6% for negative responses.

Figure-1

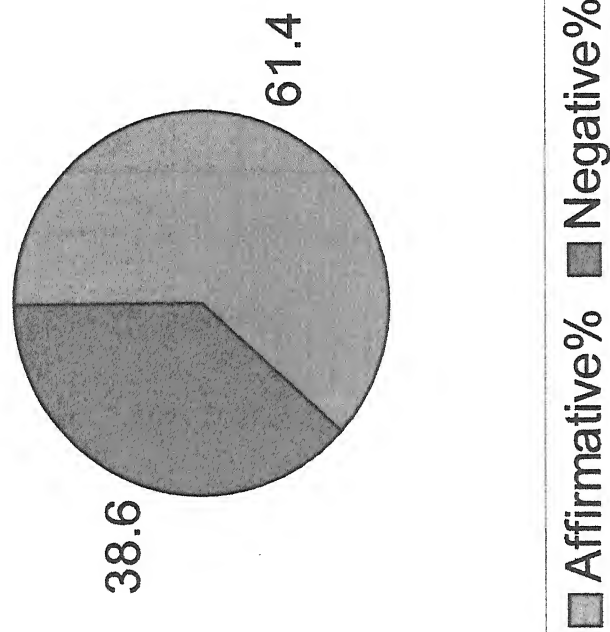


TABLE-2

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "THE
PURPOSE OF PHYSICAL EDUCATION HELPS IN
PHYSICAL DEVELOPMENT ONLY"**

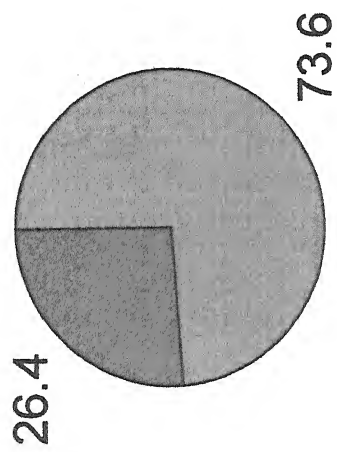
	Affirmative (%)	Negative (%)
fo	1178(73.6)	422(26.4)
fe	400	400
fo – fe	189	-189
(Fo – fe) ²	35721	35721
(fo – fe) ² /fe	89.30	89.30
$\chi^2 = 178.6^*$		

* Significant χ^2 0.05 (1) = 3.841

It is observed from Table-2 that the obtained responses for affirmative (1178) and for negative (422) in relation to the question. It yielded a significant χ^2 of 178.6, which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 73.6 for affirmative responses and 26.4 for negative responses.

Figure-2



■ Affirmative% ■ Negative%

TABLE-3

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "STRENGTH,
STAMINA, ENDURANCE, SOUND HEALTH, GOOD
APPEARANCE AND GOOD POSTURE AND SOME OF
THE PRINCIPAL CONTRIBUTIONS OF
PHYSICAL EDUCATION"**

	Affirmative (%)	Negative (%)
fo	1544(96.5)	56(3.5)
fe	400	400
fo – fe	372	-372
(Fo – fe) ²	138384	138384
(fo – fe) ² /fe	345.96	345.96
$\chi^2 = 691.92^*$		

* Significant χ^2 0.05 (1) = 3.841

It is observed from Table-3 that the obtained responses for affirmative (1544) and for negative (56) in relation to the question. It yielded a significant χ^2 of 691.92, which was found non-significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 96.5% for affirmative responses and 3.5% for negative responses.

Figure-3

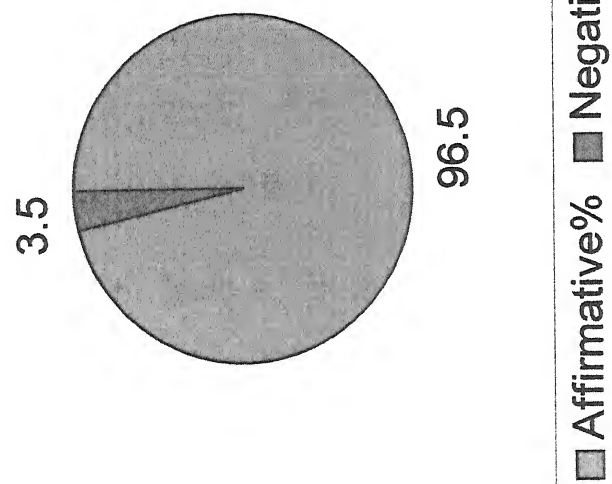


TABLE-4

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENTS "THE
REQUIRED PROGRAMME OF PHYSICAL EDUCATION
AS A PAINFUL EXERCISES FOR CHILDREN"**

	Affirmative (%)	Negative (%)
fo	1302(81.5)	298(18.5)
fe	400	400
fo – fe	252	-252
(Fo – fe) ²	63504	63504
(fo – fe) ² /fe	158.76	158.76
$\chi^2 = 317.52^*$		

* Significant χ^2 0.05 (1) = 3.841

It is observed from Table-4 that the obtained responses for affirmative (1302) and for negative (298) in relation to the question. It yielded a significant χ^2 of 317.52 which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 81.5% for affirmative responses and 18.5% for negative responses.

Figure-4

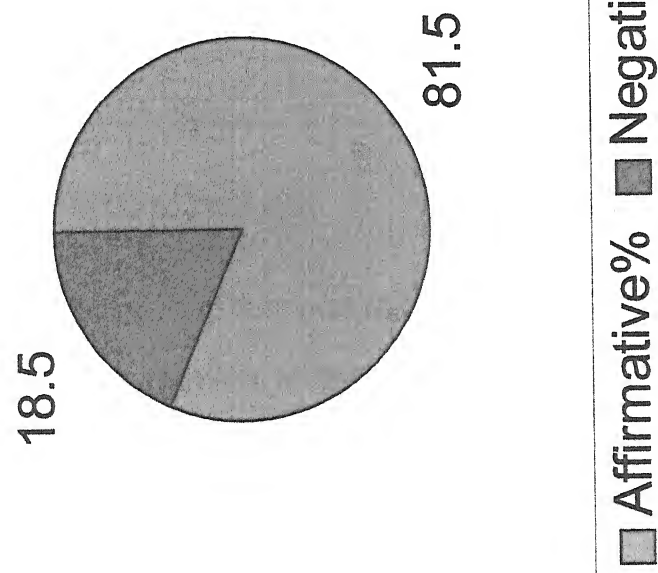


TABLE-5

**DIVERSENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION BE SUBSTITUTE BY ANY KIND OF
PHYSICAL LABOUR"**

	Affirmative (%)	Negative (%)
fo	1178(73.6)	422(26.4)
fe	400	400
fo – fe	189	-189
(Fo – fe) ²	35721	35721
(fo – fe) ² /fe	89.30	89.30
$\chi^2 = 178.6^*$		

* Significant χ^2 0.05 (1) = 3.841

Table-5 that the obtained responses for affirmative (1178) and for negative (422) in relation to the question. It yielded a significant χ^2 of 178.6, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 73.6% for affirmative responses and 26.4% for negative responses.

Figure-5

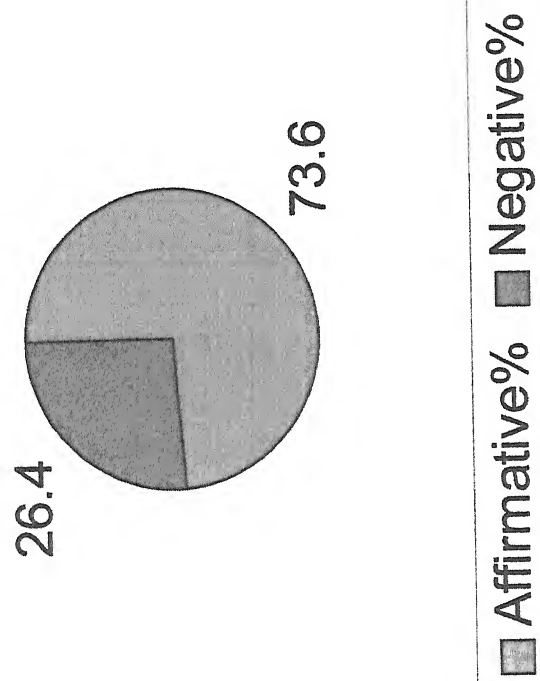


TABLE-6

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION MAKES IMPORTANT CONTRIBUTION TO
MENTAL HEALTH"**

	Affirmative (%)	Negative (%)
fo	1460(91.25)	140(8.75)
fe	400	400
fo – fe	330	-330
(Fo – fe) ²	108900	108900
(fo – fe) ² /fe	272.25	272.25
$\chi^2 = 544.5^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-6 that the obtained responses for affirmative (1460) and for negative (140) in relation to the question. It yielded a significant χ^2 of 544.5, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 91.25% for affirmative responses and 8.75% for negative responses.

Figure-6

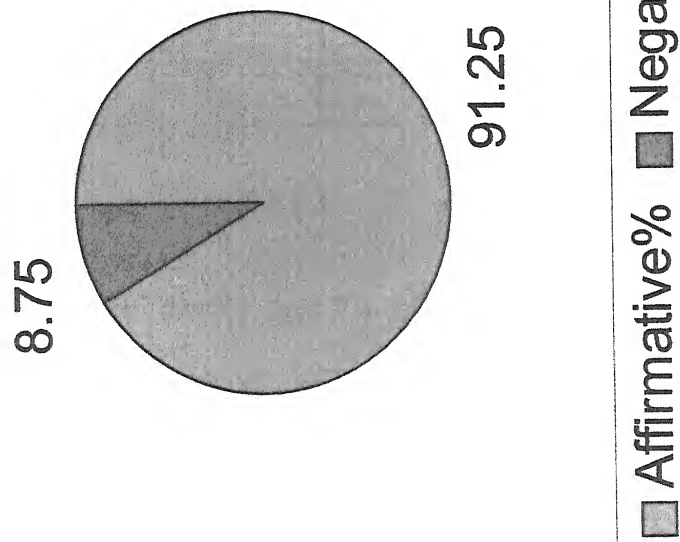


TABLE-7

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "A STUDENT
WHO IS GOOD IN SPORTS ACTIVITIES WILL NOT BE
BRIGHT IN STUDIES"**

	Affirmative (%)	Negative (%)
fo	1278(79.87)	322(20.13)
fe	400	400
fo – fe	239	–239
(Fo – fe) ²	57121	57121
(fo – fe) ² /fe	142.80	142.80
$\chi^2 = 285.6^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-7 that the obtained responses for affirmative (1278) and for negative (322) in relation to the question. It yielded a significant χ^2 of 285.6, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 79.87% for affirmative responses and 20.13% for negative responses.

Figure-7

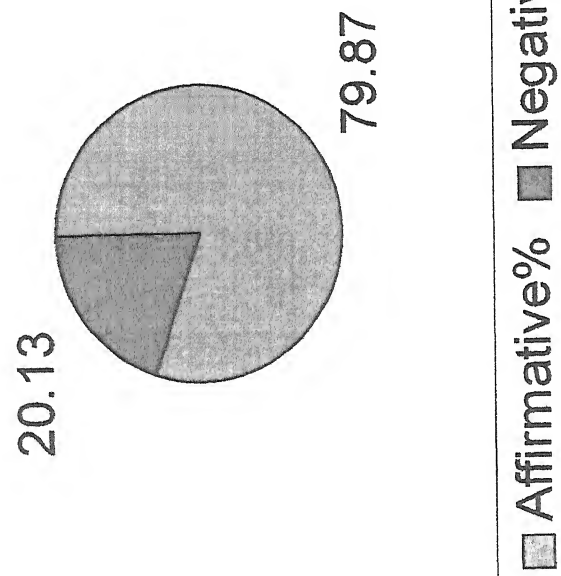


TABLE-8

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PRACTICAL
ACTIVITIES IN PHYSICAL EDUCATION HELP THE
INTELLECTUAL DEVELOPMENT OF THE STUDIES"**

	Affirmative (%)	Negative (%)
fo	310(19.37)	1290(80.63)
fe	400	400
fo – fe	-245	245
(Fo – fe) ²	60025	60025
(fo – fe) ² /fe	150.06	150.06
$\chi^2 = 300.12^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-8 that the obtained responses for affirmative (310) and for negative (1290) in relation to the question. It yielded a significant χ^2 of 300.12, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 19.37% for affirmative responses and 80.63% for negative responses.

Figure-8

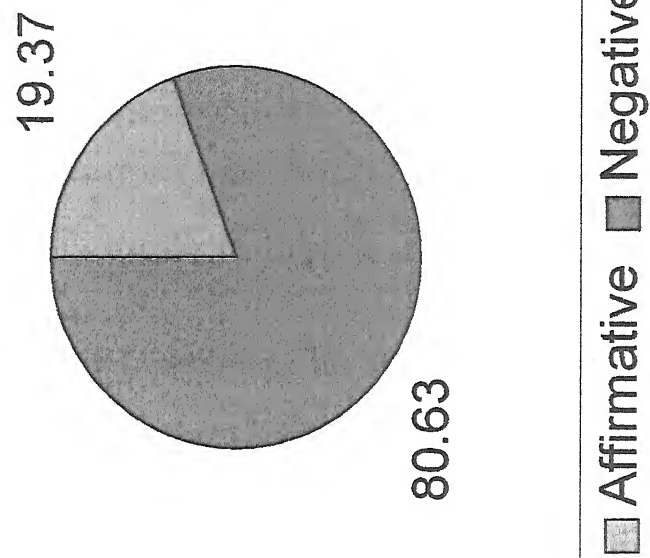


TABLE-9

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "SOUND
PHYSICAL CONDITION DO NOT HAVE A BENEFICIAL
EFFECT ON THE MIND"**

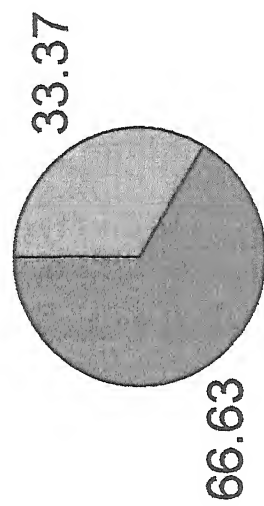
	Affirmative (%)	Negative (%)
fo	534(33.37)	1066(66.63)
fe	400	400
fo - fe	-133	133
(Fo - fe) ²	17689	17689
(fo - fe) ² /fe	44.22	44.22
$\chi^2 = 88.44^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-9 that the obtained responses for affirmative (534) and for negative (1066) in relation to the question. It yielded a significant χ^2 of 88.44, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 33.37% for affirmative responses and 66.63% for negative responses.

Figure-9



■ Affirmative% ■ Negative%

TABLE-10

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION IS NOT HARMFUL FOR ACADEMICALLY
ADVANCED AND MERITORIOUS STUDENTS"**

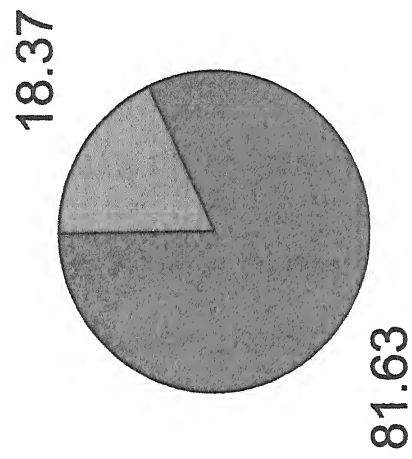
	Affirmative (%)	Negative (%)
fo	294(18.37)	1306(81.63)
fe	400	400
fo – fe	253	253
(Fo – fe) ²	64009	64009
(fo – fe) ² /fe	160.02	160.02
$\chi^2 = 320.04^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-10 that the obtained responses for affirmative (294) and for negative (1306) in relation to the question. It yielded a significant χ^2 of 320.04, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 18.37% for affirmative responses and 81.63% for negative responses.

Figure-10



■ Affirmative% ■ Negative%

TABLE-11

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION PROVIDES GOOD OPPORTUNITIES FOR
ALL ROUND DEVELOPMENT OF THE PERSONALITY"**

	Affirmative (%)	Negative (%)
fo	84(5.25)	1516(94.75)
fe	400	400
fo - fe	-358	358
(Fo - fe) ²	128164	128164
(fo - fe) ² /fe	320.41	320.41
$\chi^2 = 640.82^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-11 that the obtained responses for affirmative (84) and for negative (1516) in relation to the question. It yielded a significant χ^2 of 640.82, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 5.25% for affirmative responses and 94.75% for negative responses.

Figure-11

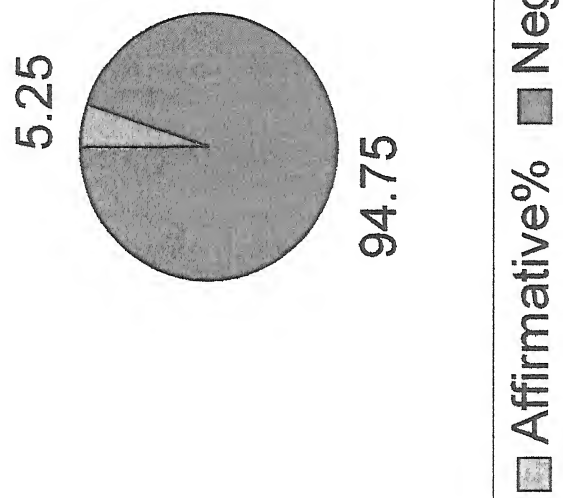


TABLE-12

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION IS CONCERNED WITH THE WHOLE
DEVELOPMENT OF THE CHILD"**

	Affirmative (%)	Negative (%)
fo	364(22.75)	1236(77.25)
fe	400	400
fo - fe	-218	218
(Fo - fe) ²	47524	47524
(fo - fe) ² /fe	118.81	118.81
$\chi^2 = 237.62^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-12 that the obtained responses for affirmative (364) and for negative (1236) in relation to the question. It yielded a significant χ^2 of 237.62, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 22.75% for affirmative responses and 77.25% for negative responses.

Figure-12

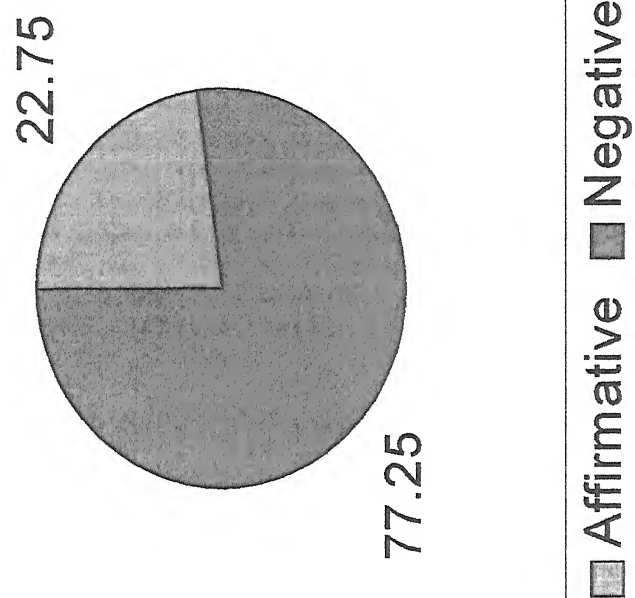


TABLE-13

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION DEVELOPS THE INDIVIDUALS QUALITY
OF LEADERSHIP"**

	Affirmative (%)	Negative (%)
fo	1304(81.5)	296(18.5)
fe	400	400
fo – fe	252	-252
(Fo – fe) ²	63504	63504
(fo – fe) ² /fe	158.76	158.76
$\chi^2 = 317.52^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-13 that the obtained responses for affirmative (1304) and for negative (296) in relation to the question. It yielded a significant χ^2 of 317.52, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 81.5% for affirmative responses and 18.5% for negative responses.

Figure-13

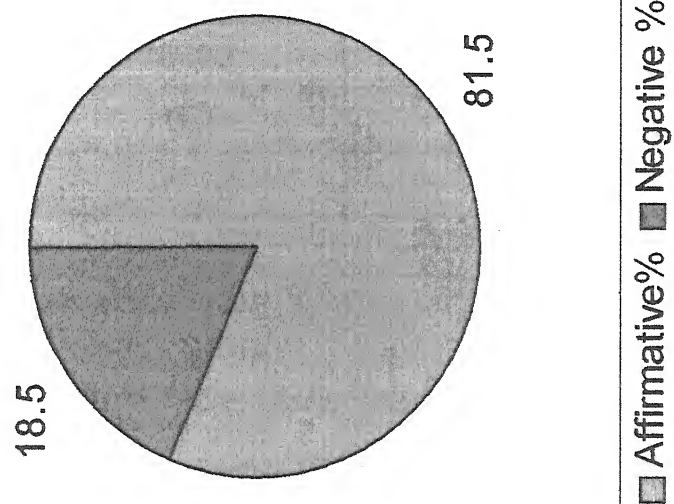


TABLE-14

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "THE
CHILDREN WHO ACTIVELY PARTICIPATE IN PHYSICAL
EDUCATION PROGRAMME ARE DISOBEDIENT AND
UNRULY AND DIFFICULTY TO MANAGE"**

	Affirmative (%)	Negative (%)
fo	1360(85)	240(15)
fe	400	400
fo – fe	280	-280
(Fo – fe) ²	78400	78400
(fo – fe) ² /fe	196	196
$\chi^2 = 392^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-14 that the obtained responses for affirmative (1360) and for negative (240) in relation to the question. It yielded a significant χ^2 of 392, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 85% for affirmative responses and 15% for negative responses.

Figure-14

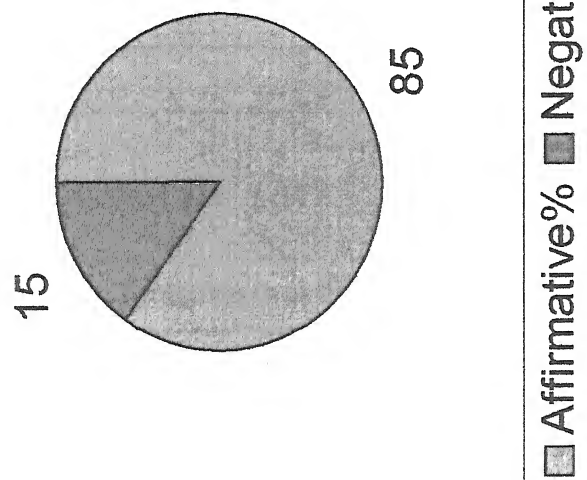


TABLE-15

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "THOSE WHO
PARTICIPATE IN PHYSICAL ACTIVITIES ARE
GENERALLY MORE ALERT THAN OTHERS"**

	Affirmative (%)	Negative (%)
fo	1460(91.25)	140(8.75)
fe	400	400
fo - fe	330	-330
(Fo - fe) ²	108900	108900
(fo - fe) ² /fe	272.25	272.25
$\chi^2 = 544.5^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-15 that the obtained responses for affirmative (1460) and for negative (140) in relation to the question. It yielded a significant χ^2 of 544.5, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 91.25% for affirmative responses and 8.75% for negative responses.

Figure-15

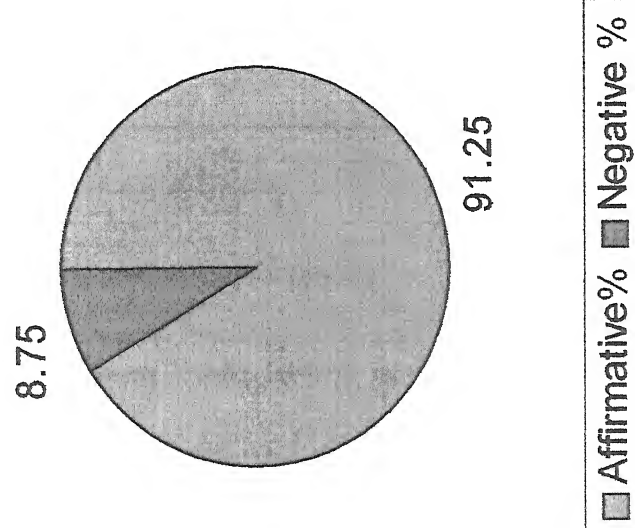


TABLE-16

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION HELPS TO DEVELOP EMOTIONAL
STABILITY"**

	Affirmative (%)	Negative (%)
fo	120(11.37)	1480(88.63)
fe	400	400
fo - fe	-309	309
(Fo - fe) ²	95481	95481
(fo - fe) ² /fe	238.70	238.70
$\chi^2 = 477.4^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-16 that the obtained responses for affirmative (120) and for negative (1480) in relation to the question. It yielded a significant χ^2 of 477.4, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 11.37% for affirmative responses and 88.63% for negative responses.

Figure-16

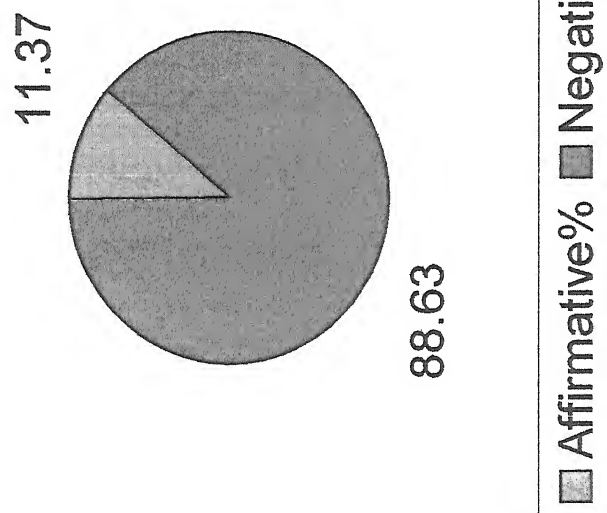


TABLE-17

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION ACTIVITIES DO NOT PROVIDE
OPPORTUNITIES FOR LEARNING TO CONTROL
ONE'S EMOTION"**

	Affirmative (%)	Negative (%)
fo	1030(64.4)	570(35.6)
fe	400	400
fo – fe	115	-115
(Fo – fe) ²	13225	13225
(fo – fe) ² /fe	33.06	33.06
$\chi^2 = 66.12^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-17 that the obtained responses for affirmative (1030) and for negative (570) in relation to the question. It yielded a significant χ^2 of 66.12, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 64.4% for affirmative responses and 35.6% for negative responses.

Figure-17

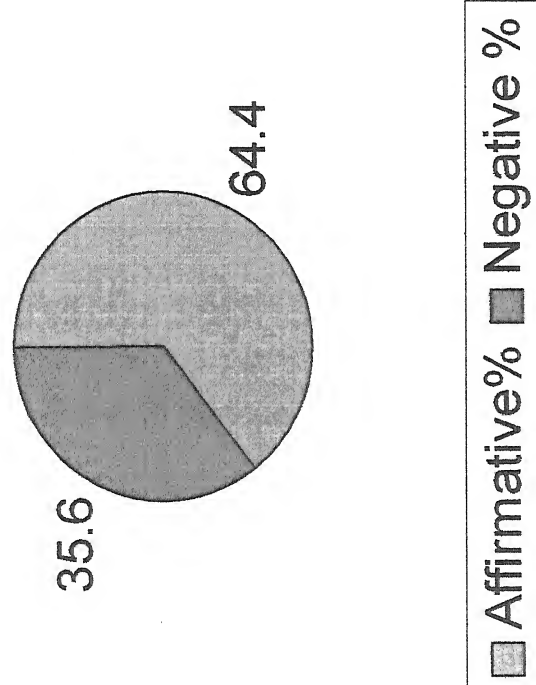


TABLE-18

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "TENSION CAN
BE RELEASED BY PLAYING TEAM GAMES"**

	Affirmative (%)	Negative (%)
fo	1516(94.75)	84(5.25)
fe	400	400
fo – fe	358	–358
(Fo – fe) ²	128164	128164
(fo – fe) ² /fe	320.41	640.82
$\chi^2 = 640.82^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-18 that the obtained responses for affirmative (1516) and for negative (84) in relation to the question. It yielded a significant χ^2 of 640.82, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 94.75% for affirmative responses and 5.25% for negative responses.

Figure-18

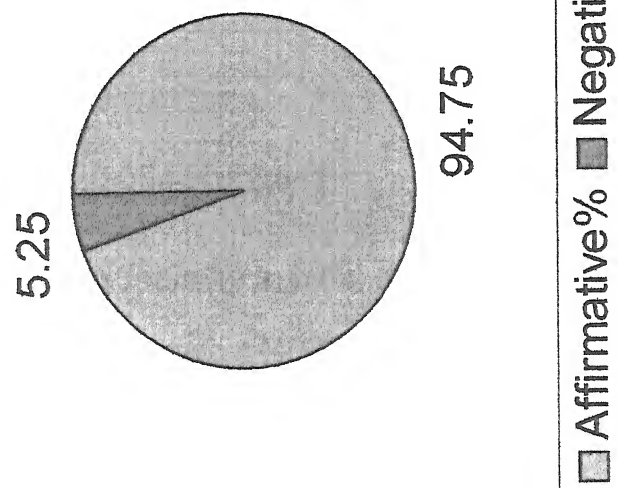


TABLE-19**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "VIGOROUS
PHYSICAL ACTIVITY RELEASES HARMFUL
EMOTIONAL TENSION"**

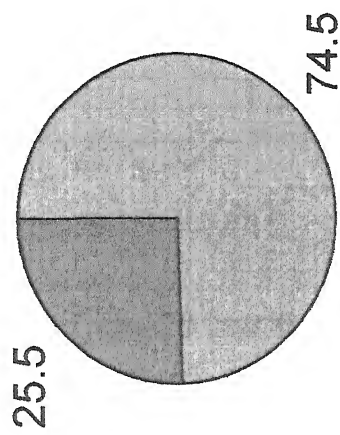
	Affirmative (%)	Negative (%)
fo	1192(74.5)	408(25.5)
fe	400	400
fo - fe	196	-196
(Fo - fe) ²	38416	38416
(fo - fe) ² /fe	96.04	96.04
$\chi^2 = 192.08^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-19 that the obtained responses for affirmative (1192) and for negative (408) in relation to the question. It yielded a significant χ^2 of 192.08, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 74.5% for affirmative responses and 25.5% for negative responses.

Figure-19



■ Affirmative% ■ Negative %

TABLE-20

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION PROGRAMME CAN COUNTERACT
FRUSTRATION"**

	Affirmative (%)	Negative (%)
fo	670(41.87)	930(58.13)
fe	400	400
fo – fe	–65	65
(Fo – fe) ²	4225	4225
(fo – fe) ² /fe	1056	10.56
$\chi^2 = 21.12^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-20 that the obtained responses for affirmative (670) and for negative (930) in relation to the question. It yielded a significant χ^2 of 21.12, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 41.87% for affirmative responses and 58.13% for negative responses.

Figure-20

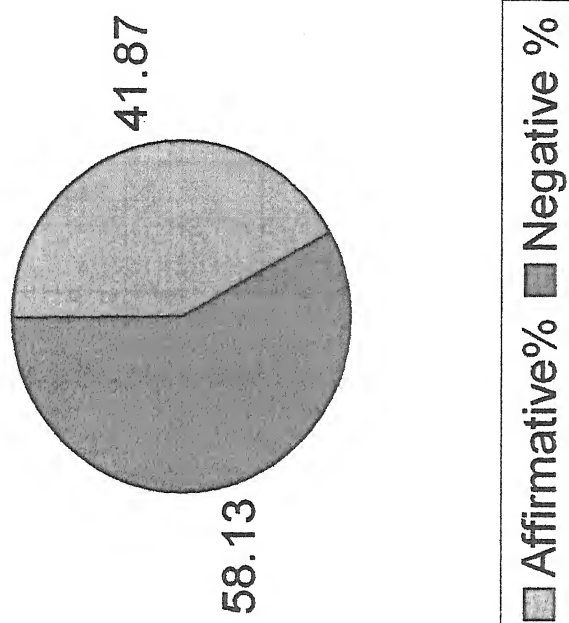


TABLE-21

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "GROUP
ACTIVITIES IN PHYSICAL EDUCATION PROMOTE
DEVELOPMENT OF ACCEPTABLE SOCIAL BEHAVIOUR"**

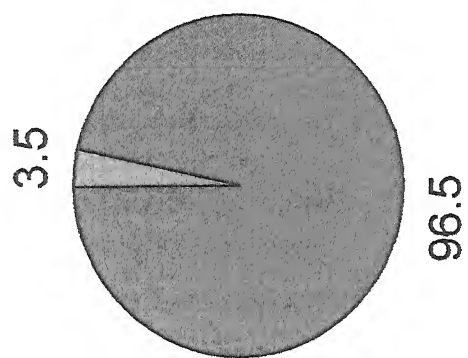
	Affirmative (%)	Negative (%)
fo	56(3.5)	1544(96.5)
fe	400	400
fo - fe	-372	372
(Fo - fe) ²	138384	138384
(fo - fe) ² /fe	345.96	345.96
$\chi^2 = 691.92^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-21 that the obtained responses for affirmative (56) and for negative (1544) in relation to the question. It yielded a significant χ^2 of 691.92, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 3.5% for affirmative responses and 96.5% for negative responses.

Figure-21



■ Affirmative% ■ Negative %

TABLE-22**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION PROMOTES BETTER INTERPERSONAL
RELATIONSHIP"**

	Affirmative (%)	Negative (%)
fo	1572(98.25)	28(1.75)
fe	400	400
fo - fe	386	-386
(Fo - fe) ²	148996	148996
(fo - fe) ² /fe	372.49	372.49
$\chi^2 = 744.98^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-22 that the obtained responses for affirmative (1572) and for negative (28) in relation to the question. It yielded a significant χ^2 of 744.98, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 98.25% for affirmative responses and 1.75% for negative responses.

Figure-22

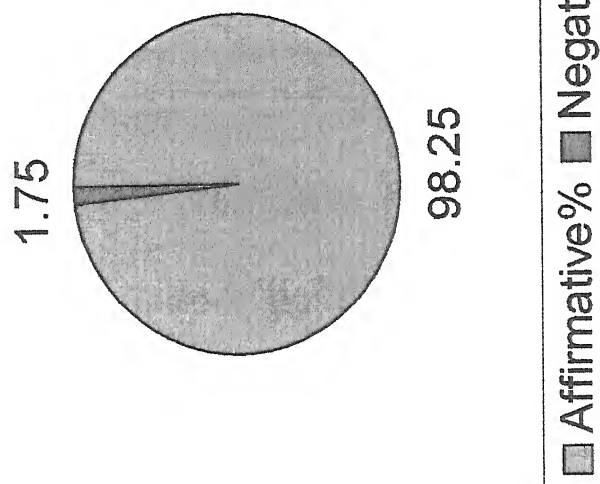


TABLE-23

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION MAKE ONE A COOPERATIVE, HELPFUL,
UPRIGHT AND STRAIGHT FORWARD INDIVIDUAL"**

	Affirmative (%)	Negative (%)
fo	126(7.87)	1474(92.13)
fe	400	400
fo - fe	-337	337
(Fo - fe) ²	113569	113569
(fo - fe) ² /fe	283.92	283.92
$\chi^2 = 567.84^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-23 that the obtained responses for affirmative (126) and for negative (1474) in relation to the question. It yielded a significant χ^2 of 567.84, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 7.87% for affirmative responses and 92.13% for negative responses.

Figure-23

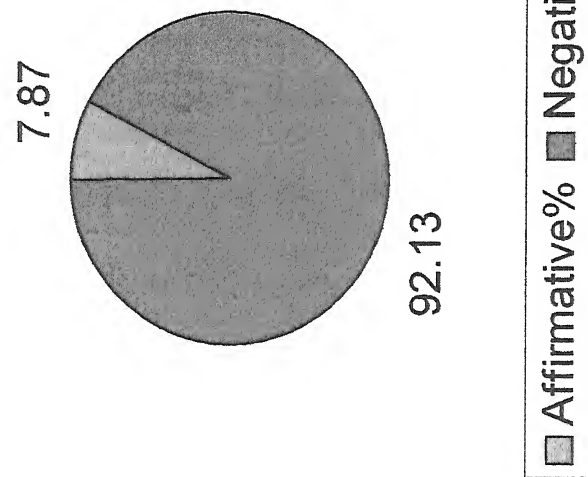


TABLE-24

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "GAMES AND
SPORTS ESTABLISH FRIENDLY TIES BETWEEN TWO
TEAMS, SCHOOLS OR COUNTRIES"**

	Affirmative (%)	Negative (%)
fo	42(2.62)	1558(97.38)
fe	400	400
fo - fe	-379	379
(Fo - fe) ²	143641	143641
(fo - fe) ² /fe	359.10	359.10
$\chi^2 = 718.2^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-24 that the obtained responses for affirmative (42) and for negative (1558) in relation to the question. It yielded a significant χ^2 of 718.2, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 2.62% for affirmative responses and 97.38% for negative responses.

Figure-24

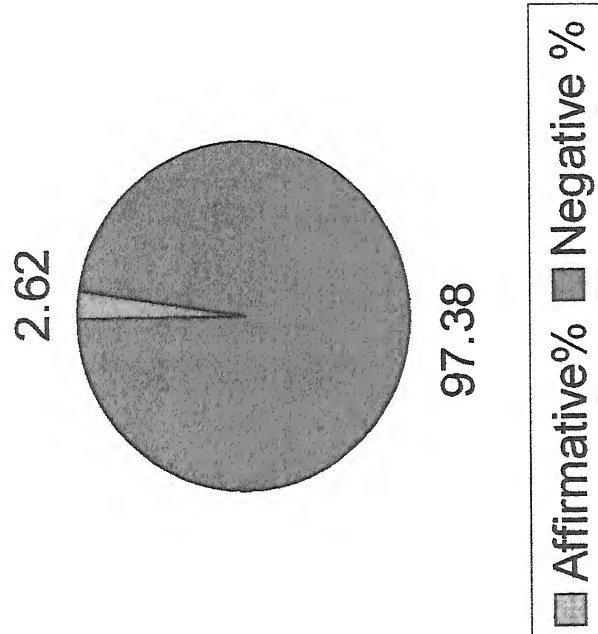


TABLE-25

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "BY
PARTICIPATING IN GAMES AND SPORTS CHILDREN
BECOME SELFISH, ROUGH, UNRULY AND
UNGENTLEMANLY"**

	Affirmative (%)	Negative (%)
fo	1486(92.87)	114(7.13)
fe	400	400
fo - fe	343	-343
(Fo - fe) ²	117649	117649
(fo - fe) ² /fe	294.12	294.12
$\chi^2 = 588.24^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-25 that the obtained responses for affirmative (1486) and for negative (114) in relation to the question. It yielded a significant χ^2 of 588.24, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 92.87% for affirmative responses and 7.13% for negative responses.

Figure-25

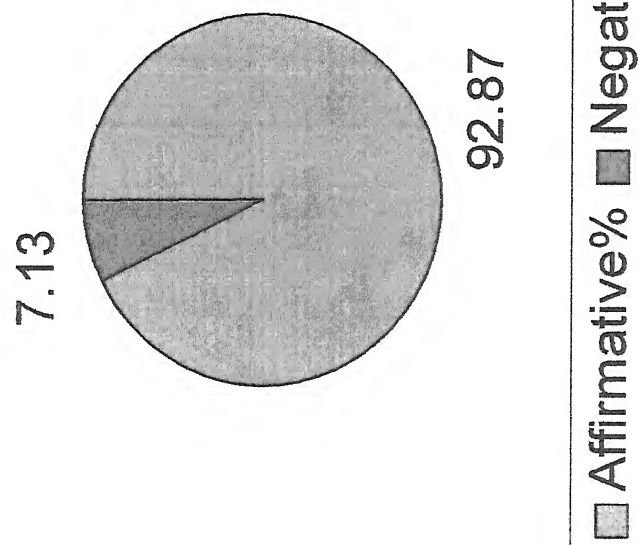


TABLE-26

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION HAS SOMETHING TO DO WITH PHYSICAL
AND NOTHING TO DO WITH EDUCATION"**

	Affirmative (%)	Negative (%)
fo	1262(78.87)	338(21.13)
fe	400	400
fo – fe	231	-231
(Fo – fe) ²	53361	53361
(fo – fe) ² /fe	133.40	133.40
$\chi^2 = 266.8^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-26 that the obtained responses for affirmative (1262) and for negative (338) in relation to the question. It yielded a significant χ^2 of 266.8, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 78.87% for affirmative responses and 21.13% for negative responses.

Figure-26

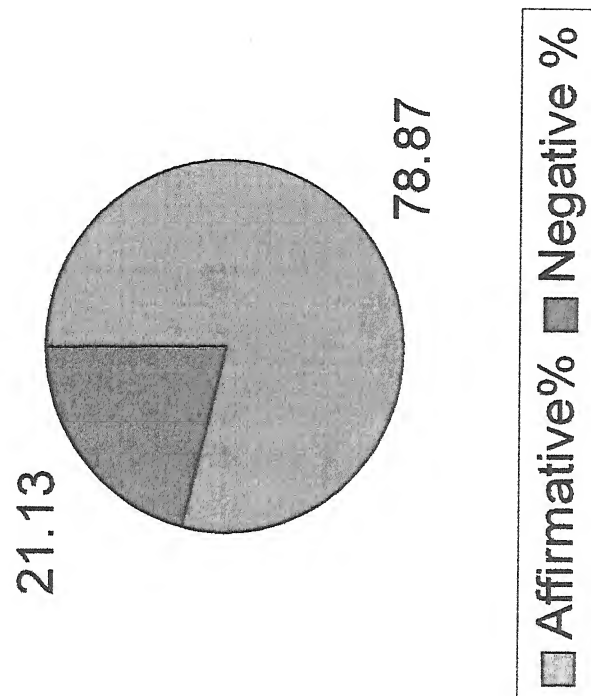


TABLE-27

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION IS NOT AN INTEGRAL PART OF
EDUCATIONAL SYSTEMS"**

	Affirmative (%)	Negative (%)
fo	856(53.5)	744(46.5)
fe	400	400
fo – fe	28	-28
(Fo – fe) ²	784	784
(fo – fe) ² /fe	1.96	1.96
$\chi^2 = 3.92^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-27 that the obtained responses for affirmative (856) and for negative (744) in relation to the question. It yielded a significant χ^2 of 3.92, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 53.5% for affirmative responses and 46.5% for negative responses.

Figure-27

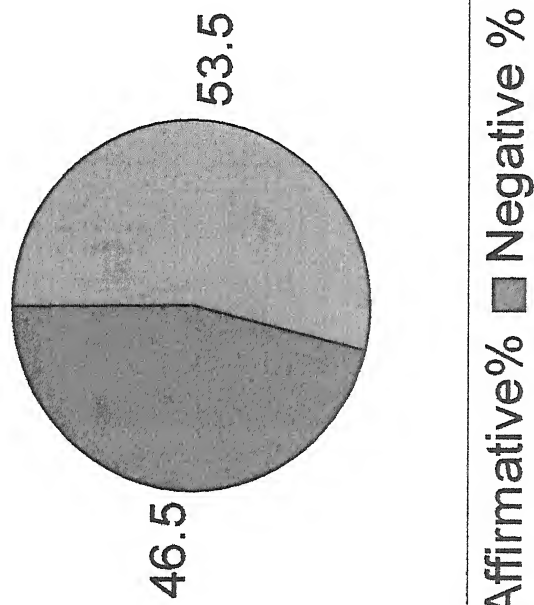


TABLE-28
DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION NEVER BE A COMPULSORY
SUBJECT FOR SCHOOL"

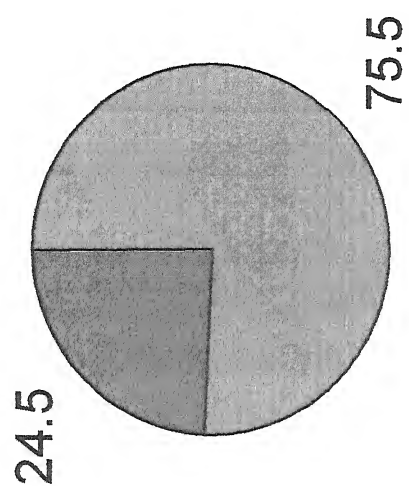
	Affirmative (%)	Negative (%)
fo	1208(75.5)	392(24.5)
fe	400	400
fo – fe	204	-204
(Fo – fe) ²	41616	41616
(fo – fe) ² /fe	104.04	104.04
$\chi^2 = 208.08^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-28 that the obtained responses for affirmative (1208) and for negative (392) in relation to the question. It yielded a significant χ^2 of 208.08, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 75.5% for affirmative responses and 24.5% for negative responses.

Figure-28



■ Affirmative% ■ Negative %

TABLE-29
DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "EXISTING
PROGRAMME OF PHYSICAL EDUCATION ARE
INADEQUATE"

	Affirmative (%)	Negative (%)
fo	408(25.5)	1192(74.5)
fe	400	400
fo – fe	-196	196
(Fo – fe) ²	38416	38416
(fo – fe) ² /fe	96.04	96.04
$\chi^2 = 192.08^*$		

* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-29 that the obtained responses for affirmative (408) and for negative (1192) in relation to the question. It yielded a significant χ^2 of 192.08, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 25.5% for affirmative responses and 74.5% for negative responses.

Figure-29

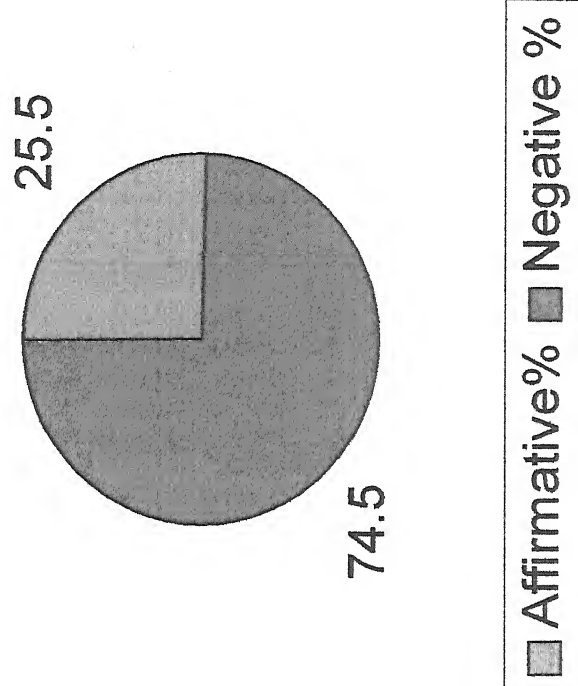


TABLE-30

**DIVERGENCE OF OBSERVED RESULTS OF
RESPONDENTS FOR THE STATEMENT "PHYSICAL
EDUCATION IS AN AFTER SCHOOL HOUR OR A
BEFORE SCHOOL HOUR ACTIVITY"**

	Affirmative (%)	Negative (%)
fo	996(62.25)	604(37.75)
fe	400	400
fo – fe	98	–98
(Fo – fe) ²	9604	9604
(fo – fe) ² /fe	24.01	24.01
$\chi^2 = 48.08^*$		

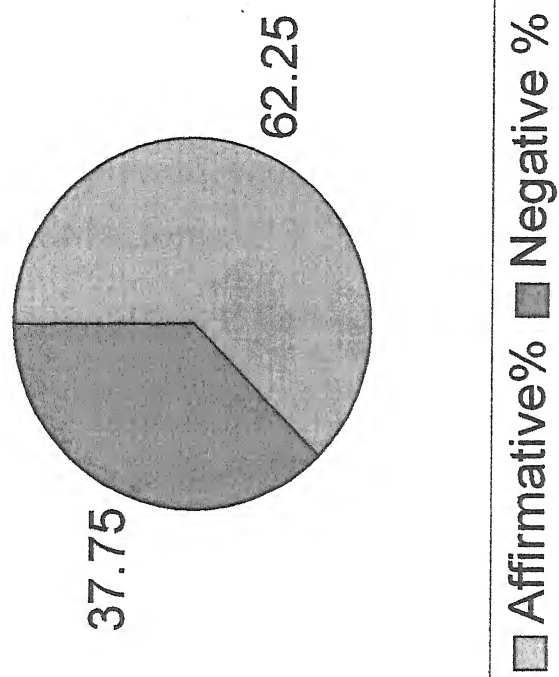
* Significant χ^2 0.05 (1) = 3.841

It is evident from Table-30 that the obtained responses for affirmative (996) and for negative (604) in relation to the question. It yielded a significant χ^2 of 48.08, which was found significant at 0.05 level of confidence with 1 degree of freedom. The calculated value was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 62.25% for affirmative responses and 37.75% for negative responses.

The Pie-chard representation of all the questions has been presented in figure 1 to 30.

Figure-30



From the analysis of the responses made by the parents it is evident that large majority of them have a highly positive attitude on the following statements :

1. The required programmes of physical education is a beneficial exercise for children.
2. Practical activities in physical education help the intellectual development of the students.
3. Physical education is not harmful for academically advanced and meritorious students.
4. Physical education provides good opportunities for all round development of the personality.
5. Physical education helps to develop social and emotional stability.
6. The children who actively participate in physical education programmes are obedient and sincere.
7. A student who is good in sports activities will also be good in studies.
8. Group activities in physical education promote development of social behaviour.
9. Physical education makes one a cooperative helpful, upright and straight forward individual.
10. Games and sports establish friendly terms between two teams, schools or countries.

11. By participating in games and sports children develop many qualities like as leadership, social adjustment, helpful nature etc.

DISCUSSION OF FINDINGS

From the analysis of the responses made by the parents. It is evident that majority of them have a positive attitude towards physical education programme. Although the reason may defers from individual to individual. Positive attitude may be due to fact that many parents have sports back found as they understand the importance of physical education programme. So they encourage their children to participate in physical education programme. Most of parent wants to his children to choose physical education programme as a career. Therefore their willingness to provide them required facilities for participating in different physical education programme which is an encouraging and healthy sing. Efforts should be made to provide better facilities and well organized programme of physical education programme in school.

DISCUSSION OF HYPOTHESIS

From the finding it was observed that mostly parents have a positive attitude towards physical education. Therefore the hypothesis is rejected.

CHAPTER-5

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

Physical education, now-a-days, is considered as an important and integral part of general education which aims at the harmonious development of the whole man. But in practice and from functional points of view it has not yet received due recognition or status as an academic subject in Bundelkhand.

The purpose of this study was to determine the attitude of parents towards physical education programme in Bundelkhand their opinions (negative or positive), if any.

It was hypothesized that the attitude of the parents was favourable towards physical education.

Questionnaire comprising of 30 statements based on a very simple pattern viz yes/no which covered 6 aspects of physical education, namely, physical, mental, personality, emotional, social and educational. The questionnaire were distributed to 2000 parents and 1600 them duly filled the questionnaires and returned. The percentage of the respondents thus was 80% inspite of a reminder. Due to lack of time the research scholar could not contact the respondents personally.

CONCLUSIONS

Within the limitations, the following conclusions were drawn:

1. The study has indicated that a majority of the Physical Education Colleges Students had a positive attitude towards physical education programme.
2. They had positive attitude towards physical education because it gives help to mental maturity and alertness, personality development and sociability.
3. They had also expressed that physical education helped in developing the whole individual.

RECOMMENDATIONS

On the basis of this research study the following recommendations are made :

1. Similar study may be made to estimate the attitudes of heads of institutions, educational authorities, members of legislative towards objective and role of physical education.
2. It is recommended that similar study may be under taken with the subjects belonging to different regions of India.

3. Studies may be conducted to find out how effective the programmes of physical education for the students, who are supposed to benefited from the physical education.
4. A similar comparative study in rural and urban areas can be conducted.
5. Studies may be conducted to find out the satisfactory physical education programme which would help the students for the development of their personality.

BIBLIOGRAPHY

1. **Allport, Gordon.W:** Attitudes" in C.Murchison(ed.) hand book of social psychology (Worcester Mass: Clarck university press ,1935),P.810
2. **Alive and Ann. Camila :** "A Nationwide Survey of Education Doctoral students attitude regarding the importance of the Library and the Need for Bibliographic Instruction" Dissertation Abstract International – The Humanities and Social Sciences. Vol.45, NO.3, University Microfilms International (Sept. 1984) P.673-A.
3. **Ann, Patricia :** "Value orientations of elementary class-room teachers attitude toward physical activity for themselves for the children they teach "Dissertation Abstract International, Vol.46, No.07 (Jan. 1986), P.1863-A..
4. **Bunthirasmi and Somphong :** Attitude of teachers towards. Women as school administrators in Phisanulok province, Thailand, Dissertation Abstract International. The

Humanities and Social Sciences. Vol.45. No.3,
University Microfilms International, Michigan
(Sept 1984) P.696-A..

5.Cavanaugh & Robert : "A Survey of students study habits and
attitude towards school "Dissertation Abstract
International, Vol.43, No.12 (1983), P.3763-A.

6.Chuansnit and Supanne : "An assessment of teachers attitude
towards the teaching of English in Thailand".
Dissertation Abstracts International. Vol.45, No.12
(June 1985), P.3508.

7.Cloud, Linda Sue : "An analysis of Inter-relationship of attitudes
towards computers, micro-computer, trianing, and
micro-computer utilization practices of faculty of
accredited and non-accredited member of the
American Assembly of Collegiate School of
Business" Dissertation Abstracts International.
Vol.48, No.6 (Dec. 1987), P.1383-A.

- 8.Cozen, V. :** "The Attitude of High School Girls towards Physical Activities, Research Quarterly. 35:2 (167).
- 9.Clark, H. :** "Application of measurement of Health and Physical Education" Prentice Hall Inc. 1967.P-144,,
- 10.Deo, Alka & Ram, Usha :** "Parents self perception of VIS Students perception of their parents" Psychological Studies. Vol.45(1-2), 2000. P,77-82.
- 11.Desai Parinda, Padma, Jain M.V. :** "Knowledge attitude and practice of epilepsy" experience of a comprehensive, rural health service, Project Seizure, Vol.7(12), ,1998,.P.133-138.
- 12.Dhekwar, I.M. :** "Comparative study of some differentiating personality variables and values of Higher Secondary students of Vocational, Technical Course in Vidarbha" Ph.D. Thesis (unpublished) Nagpur university.1996.
- 13.Donald, K. Matheues :** "Measurement in Physical Education" Philadelphia W.B. Seunders Co. (1978) .P.123.

- 14.Diane and chamberlain :** "Attitudes towards female participation in sports". Dissertation Abstract International, Vol.45, No.03 (1984), P.956-A – 957-A.
- 15.Desai, J.J. :** "A study of the attitude of the school going adolescent towards physical education programme in the school with reference to personality characteristics.Forth Survey of Research in Education. Vol.1 NCERT. New Delhi (1986), P.591.
- 16.Franklin George and Adian :** "A Study of attitudes between instructors and students regarding vocational programme dissertation abstract international – A humanities and social science, Vol.44, No.8, University Microfilms International Michigan (Feb. 1984). P2454-A.
- 17.Fiesbein Martin :** "Attitude Theory and Measurement" Department of Psychology, University of Illinois,1967,P.2-217..

18.Finger and Wendy : "Teachers attitudes and stages of concern

about mainstreaming". Dissertation Abstracts

International. Vol.46, No.07,(Jan. 1986). P.1906-A

19.Hilton, Michel & Cox : "The attitudes and scholastic aptitudes of

Spanish-AmericanChildren".Dissertation Abstracts

International. Vol.44, No.5 (1983) P.1587.

20.Holmes and Judie Arneice : 'The attitudes of administrators regular

classroom teachers and special education teachers

towards specified components of PL 94-142 and

related to mildly handicapped students".Dissertation

Abstracts International. Vol.46, No.07 (Jan. 1986)

P.1901-A.

21.Jeffers, Jeanette Marie : "Attitudes of senior health screening

participants towards health care follow-up"

Dissertation Abstracts International. Vol.45,

No.10 (April 1985), P.3206.

- 22.Kumar, Vijay & Etzer Dorfor, Schoxmy At All. :** "Attitude towards suicide among medical students comparison between Madras (India) and Vienna (Austria)" Social Psychiatry and Psychiatric Epidemiology, 1998, Vol.33(3), P.104-110.
- 23.Kalia, H.L. :** "Attitude and perception of female executives towards various issue : A psychological analysis" Journal of Community Guidance and Research. Vol.16(2), 1999.P121-139.
- 24.Kang, Tejpreet, Kaur, At All. :** "A comparative study of perceived, loneliness among day scholars and hostellers. Indian Journal of Psychometry & Education. Vol.33(2) 2002.,P155-158.
- 25.Keogh, J. :** "Analysis of General attitude towards physical education Research Quarterly. 33 : 3 (1968).,P239

- 26.Lee, Garry & Drinnen :** "An Analysis of attitudes of Senior High School students and Senior High School Coaches towards Youth Football". Dissertation Abstract International. Vol.44, No.01 (July 1983), P.26-A.
- 27.Mohan, Sundaram, K. & Kannan, R. :** Socio-economic studies and attitude of parents towards women's education. The Education review. Vol.44(6). 2001.P13-16.
- 28.Malhi Prabhjot :** "Impact of television reviewing on achievement and aggressive behaviour in children parents as modifying agents". Journal of Community Guidance and Research. Vol.16(2). 1999.P193-200
- 29.Neeraj :** A Comparative Study of family environment achievement motivation and self esteem of students vocational and academic stream".(Unpublished thesis Ph. D Thesis (Unpublished) Punjab University), 2002.
- 30.Neale At All. :** "Physical Fitness self esteem and attitude towards Physical Activities", Research Quarterly. 40:4 (1967).

- 31.Oglesby Shirly Ann** : "A comparison and analysis of attitudes of parents and teachers of Kindergarten education".
Dissertation Abstract International – A Humanities and Social Sciences. Vol.44, No.8, University Microfilms International, Michigan (Feb. 1984). P.2350-A.
- 32.Pandey Manju & Mai Khuri, Rama** : "A study of the attitude of effective and ineffective teacher towards teaching profession". Indian Journal Psychometric and Education. Vol.130(10), 1999. P43-46
- 33.Paul Richard** : "A Study of student attitude and achievement in an alternative fundamental public school program"
. Dissertation Abstract International. Vol.46, No.07
University Microfilms International.(Jan.1986),P.1823-A.
- 34.Paul Sachdev**: "Sex on campus : A preliminary study of knowledge attitude and behaviour of University Students in Delhi India". Journal. Biosocial Science. Vol.30(1), 1998.
P 95-105.

35. Paul Sachdev : "AIDS/HIV and social work students in Delhi India".

An exploratory study of knowledge beliefs attitude
and behaviour". International Social Work. Vol.41(8),
1998.. P 293-310.

36. Paul Sachdev : "AIDS/HIV and University Students in Delhi India.

Knowledge beliefs attitudes and behaviours".

International Social Work. Vol.26(4), 1998. P 37-54

37.Ramana, K.V. : "Attitude of teacher towards teacher's centers". The

Education, Review, Vol.106, 2000.P .176-177

38.Rao, K. Visweswara, Parsad, B. Devi, At All. : "Attitude of student

youth and middle aged persons towards the elderly".

The Indian Journal and Social Work, Vol.61(1)

200, P 42-53

39Shanaz,parwin: "Impect of religiousaffiliation on child attitude of

mothers"(SMRCK Coll.samastipur) India journal of

psychological issue ,1999, vol.7(2).P.70-73,

- 40.Sangwan, Sheela, Nitasha and Duhan, Krishnas** : "A comparative study of perceptual conceptual abilities of 4-6 years old slow and average learner children. Disabilities and Impairments. Vol.16(1) 2002.P 37-41
- 41.Shivare, Disha & Nair** : "Attitude of doctor towards eunthanasia in relation of their religious affiliation". India Journal of Psychometric and Education. Vol.31(1), 2000.P-45-48.
- 42.Sharma, Anuradha** : "Comparative study of rural and urban adult Learners towards literacy campaign" Ph.D Thesis (Unpublished) Punjab University. 2000.
- 43.Singer, R.N.** : "Coaching Athletes and Psychology". New York. Mc-Graw Hill Book Company, 1972.
- 44.Silcock Cindi Levy** : A comparison of High School Females Attitudes towards mathematics in co-educational and All Girls Private School. Dissertation Abstract International. Vol.45 No.2, University Microfilms. International Michigan (1983). P.42A.

- 45.Saleh Fowzi and Banjar :** "Attitudes of supervisors and teachers toward the social students curriculum in Saudi Arabian Secondary Schools"Dissertation Abstract International. Vol.45, No.12 (June 1985) P.3603-A.
- 46.Sham :** "Attitude of High School Boys and related school community members towards varsity Inter-Scholarship Sports participation and factor that affect those attitudes" Dissertation Abstract International, Vol.48,(Oct.1987), P868-A.
- 47.Singh, N.P. & Saxena, S. (Rohil Khand W. Bareilly) :** Teacher's attitude towards compulsion of Science as a subject as a High School Stage". The Educational Review, 1999 Vol.105(9). P.114-116.
- 48.Srivastava A.K. and Kapil, R.C."**Engineering parents and Teacher attitude reaction towards participation in sports by young. Athlete of Universities National Conference On" State of Art Devlomeents in Sports Engineering

Delhi College of Engineering (2004) P.15

49.Tewari, A.K. : "Attitude towards teaching profession of students"

The Educational Review. Vol.106(10), 2000.P12-15

50.Tsering D. Kissinger, P. Hoadly Deborah : "Knowledge and

attitude about HIV/AIDS among Health Care

Professional Serving Tibten refugees in Northern

India". International Journal of S.T.D. and AIDS

Vol.9(1), 1998.PP.58-59

51.Tanner, J.M. : The Physique of the Olympic Athletes, London,

George Unwin, 1968.P55-67.

52.Yagnik L.R. & Teraiya, Deepak : A study of belief and attitude of

urban and rural people towards some social issue".

Social Science International. Vol.15(2), 1999.

53.Zmit : The Humanities and social sciences". Dissertation Abstracts

International. Vol.46, No.2 (Aug. 1985). University

Microfilms International, Michagan, P.518-A.

APPENDICES

शारीरिक शिक्षा एवं खेल-कूद के प्रति दिल्ली एन.सी.आर. के ग्रामीण एवं शहरी अभिभावकों की अभिरुचि का तुलनात्मक अध्ययन

अनुसंधानकर्ता - हेमन्त कुमार (पीएच.डी.) बुन्देलखण्ड विश्वविद्यालय, झाँसी (यू.पी.)

ग्रामीण/शहर

अभिरुचि प्रश्नावली

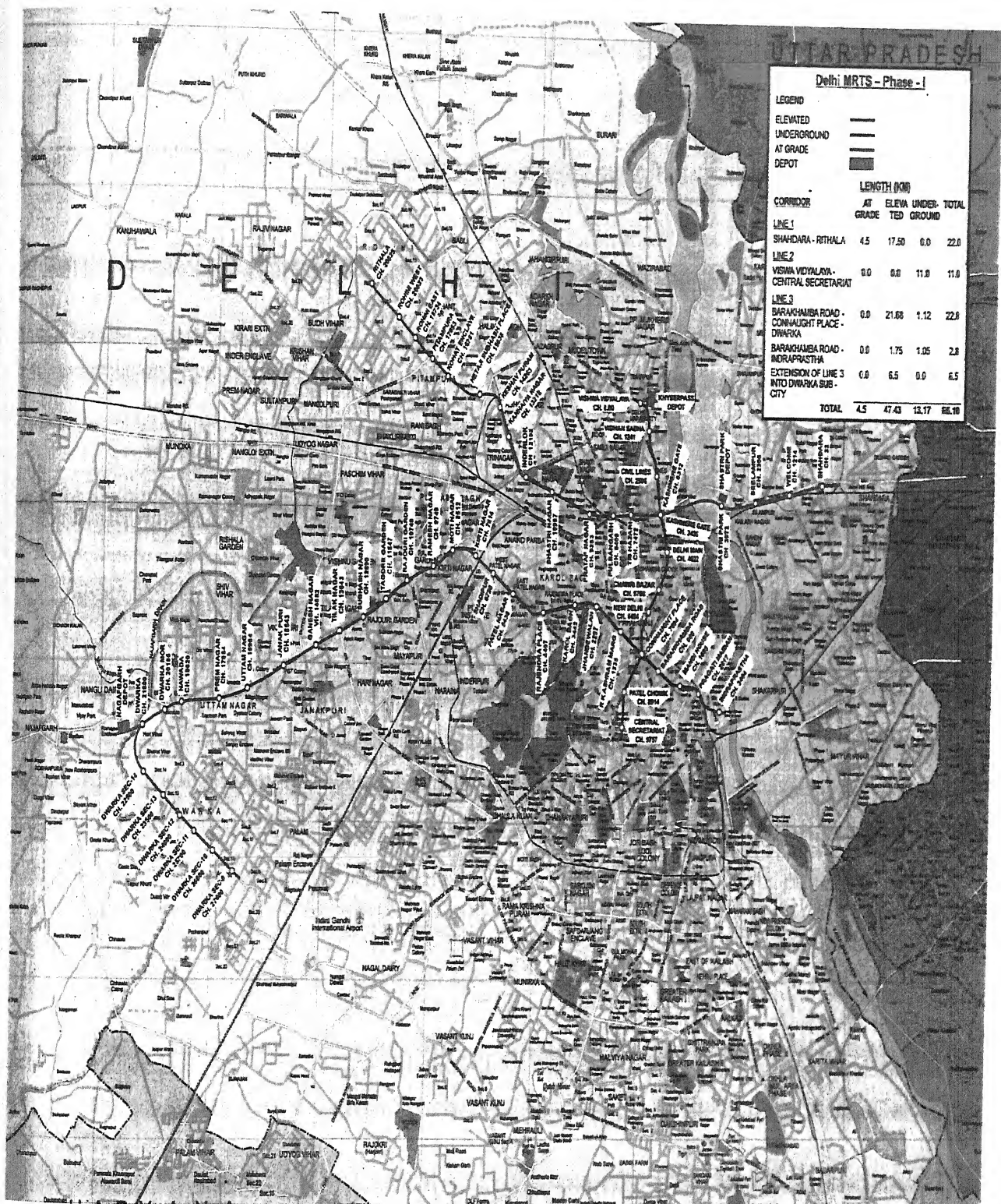
क अभिभावक का नाम : उम्र :
ख पता :
ग व्यवसाय :

1. शारीरिक शिक्षा मुख्यतया मासपेशी निर्माण से संबंधित है।
2. शारीरिक शिक्षा को पाठ्यक्रम में से हटा दिया जाना चाहिए।
3. शा.शि औसत विद्यार्थियों को बहुत अधिक थका देने वाली है।
4. शा.शि के अन्तर्गत सीखे गए खेलों की जानकारी विद्यार्थियों को अधिक समझदार दर्शक बनने में सहायक होती है।
5. स्वास्थ्य को बनाए रखने में व्यायाम के महत्व की समझ शा.शि द्वारा विद्यार्थियों में विकसित होती है।
6. शारीरिक शिक्षा की कक्षा में व्यक्तित्व में आदर सम्बन्धी गुणों का विकास होता है।
7. शा.शि को महत्व/श्रेय नहीं दिया जाना चाहिए।
8. शा.शि को उपयोगिता/मूल्य कम है इसे हटा दिया जाना चाहिए।
9. शा.शि में सीखे गये कौशलों का सामाजिक जीवन में उपयोगिता/मूल्य है।
10. शा.शि के क्रिया कलापों में सहयोग आवश्यक नहीं है।
11. शा.शि अन्य शैक्षिक कक्षाओं के समतुल्य महत्वपूर्ण नहीं है।
12. संवेगात्मक भावों पर खेलों में सहभागिता द्वारा नियंत्रण किया जा सकता है।
13. शा.शि सन्तुलित विकास में छात्रों की सहायता करती है।
14. शा.शि का मुख्य उद्देश्य छात्रों को थकाना है।
15. शा.शि को सामान्य शिक्षा का मुख्य भाग नहीं मानना चाहिए।
16. बौद्धिक प्रक्रियाएं शारीरिक क्रियाओं से संबंधित है।
17. शा.शि आवश्यक विषय होने चाहिए।
18. शा.शि में केवल ये क्रियाएं शामिल की जानी चाहिए जो किशोरावस्था में उपयोगी है।
19. शा.शि में ग्रेड नहीं दिये जाने चाहिए।
20. शा.शि के अन्तर्गत विद्यार्थियों में अपने विरोधी/प्रतिद्वन्दों के प्रति आदर उत्पन्न किया जाना चाहिए।
21. शा.शि विद्यार्थियों को सामूहिक परिस्थितियों के अनुकूल ढालने में सहायक है।
22. अपेक्षित व्यवहारों के विकास में शा.शि कुछ सहायक है।
23. सहनशीलता, आज्ञापालन व दूसरों के अधिकारों के प्रति आदर शा.शि के अन्तर्गत सिखाए जाते हैं।
24. नौवीं कक्षा के पश्चात् शा.शि वैकल्पिक विषय होना चाहिए।
25. अच्छे स्वास्थ्य के रखरखाव में व्यायाम का कम महत्व है।
26. शा.शि का आधार वैज्ञानिक है।
27. खेलों में भाग लेना प्रतिष्ठा/सम्मान का विषय नहीं होना चाहिए।
28. शा.शि की कक्षा सप्ताह में एक या दो बार उपयोगी नहीं है।
29. शा.शि मुख्यतया सामूहिक खेलों से सम्बन्धित है।

30. शा.शि में लिखित परीक्षा होनी चाहिए।
31. शा.शि विषय प्रत्येक कक्षा में अवश्य होना चाहिए।
32. शा.शि में विद्यार्थियों को अपनी पहचान और उच्च स्तर प्राप्त करने के कम अवसर उपलब्ध हैं।
33. शा.शि की कक्षाएं मित्र बनाने के अवसर प्रदान करती हैं।
34. शा.शि अनुकूलन/उत्तेजक व्यायाम/वर्मिंग अप/शा.शि को कक्षाओं को महत्वपूर्ण अंग है।
35. शा.शि की कक्षाओं में कोई भी वास्तविक अधिगम/सीखना नहीं होता।
36. यदि कोई शारीरिक रूप से कमजोर है तो शा.शि उसके लिये हानिकारक होती है।
37. शा.शि को श्रेय दिया जाना चाहिए।
38. अकुशल व्यक्ति के लिये शा.शि में बहुत कम अवसर हैं।
39. विश्वविद्यालय स्तर के खिलाड़ी को शा.शि की कक्षाओं में छूट दी जानी चाहिए।
40. कौशल्यों के विकास के लिये शा.शि के कार्यक्रम आयोजित किए जाने चाहिए।
41. शा.शि में से मास पी0टी0 को हटा देना चाहिए।
42. शा.शि के प्रतिभागी/सहभागी समूह के सदस्य के रूप में सहयोग करना सीखते हैं।
43. विद्यार्थियों की वृद्धि और विकास के लिये शा.शि अत्यन्त महत्वपूर्ण है।
44. खेलों को बढ़ावा देने वाले कार्यक्रम को शा.शि में शामिल किया जाना चाहिए।
45. शा.शि की क्रियाएं विद्यार्थियों को शोध निर्णय और प्रतिक्रिया के अवसर प्रदान करती हैं।
46. शा.शि शारीरिक विकास में योगदान देती है।
47. शैक्षणिक कक्षाओं के बीच आनन्द दायक पीरियड के रूप में शा.शि होनी चाहिए।
48. शा.शि कार्यक्रम के अन्तर्गत की जाने वाली क्रियाएं शारीरिक उपयुक्तता के विकास में योगदान देती हैं।
49. शा.शि का कार्यक्रम हर साल वही रहता है
50. विद्यार्थियों को वे सभी शा.क्रियाएं प्राप्त होती हैं जो उन्हें विद्यालय से बाहर आवश्यक हैं।
51. लम्बी दूरी चलना शा.शि का अच्छा स्थानापन्न है।
52. क्रियाओं के नियमों को सीखना शा.शि का अत्यन्त महत्वपूर्ण अंग है।
53. खिलाड़ीपन की भावना के गुणों का शा.शि में अभ्यास कराया जाना चाहिए।
54. शा.शि शिक्षा का एक महत्वपूर्ण पहलू नहीं है।
55. शा.शि से मूल्यात्मक प्राप्ति कम होती है।
56. शा.शि की कक्षाओं में केवल खेल ही नहीं खिलाया जाना चाहिए।
57. शा.शि में लचीलापन महत्वपूर्ण है।
58. मास पी.टी. शा.शि में शामिल की जानी चाहिए।
59. पूर्ण शिक्षा के लिये शा.शि आवश्यक है।
60. शा.शि के लिये बहुत कम बुद्धि की आवश्यकता है।
61. शा.शि की कक्षाओं में चुनौती पूर्ण क्रियाओं के अवसर उपलब्ध कराये जाने चाहिए।
62. शा.शि विद्यालय में समय की बर्बादी है।
63. शा.शि के अन्तर्गत सीखे गए व्यक्तिगत खेल आगे जीवन में भी उपयोगी होते हैं।
64. शा.शि मुख्यतः शारीरिक रूप से सुदृढ़ व्यक्ति के लिये है।
65. शा.शि में सामंजस्य का विकास हो सकता है।
66. शा.शि में शक्ति का विकास नहीं हो सकता है।

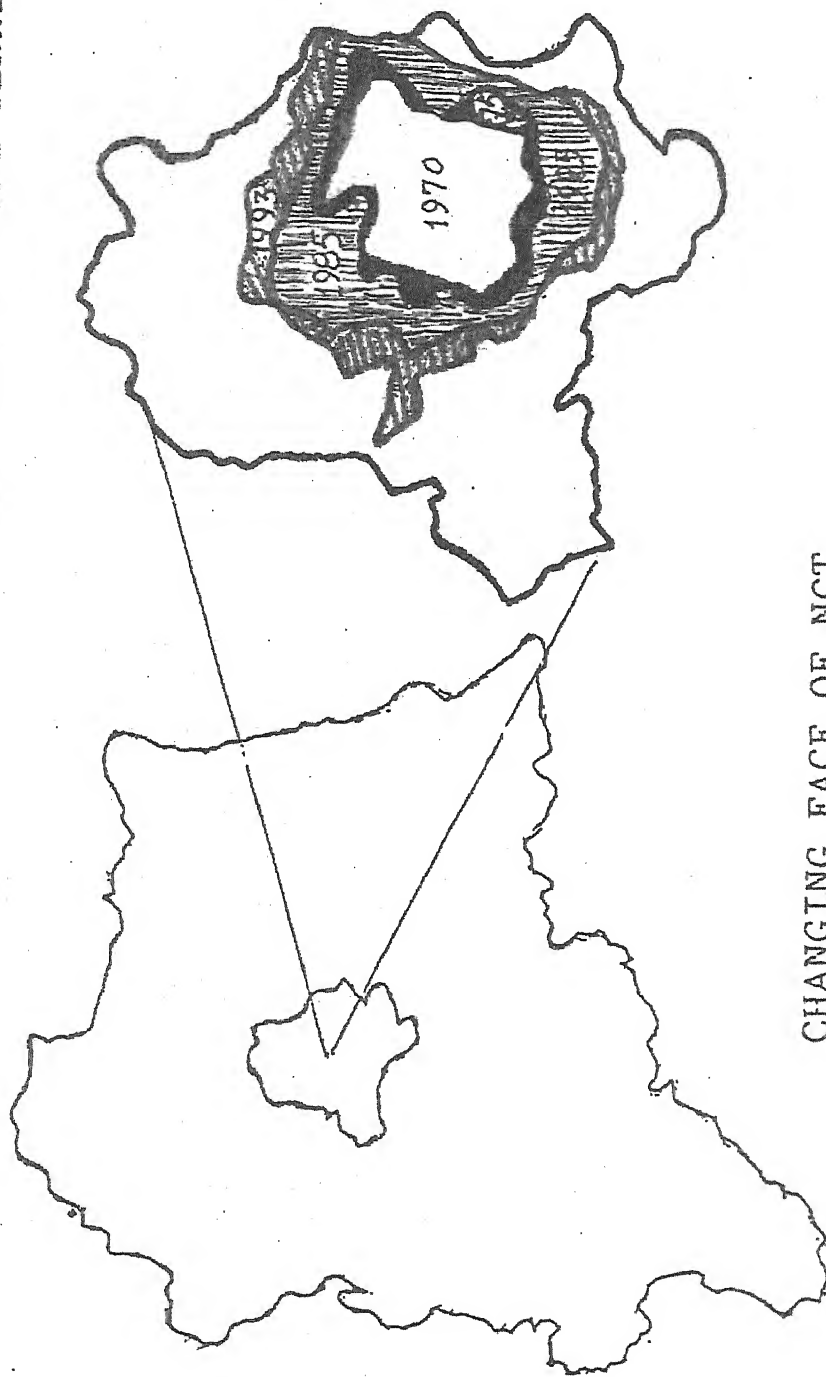
उत्तर पुस्तिका

	दृढ रूप से सहमत	पूर्णतः सहमत	सहमत	असहमत	पूर्णतः असहमत	दृढ रूप से असहमत
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.
51.
52.
53.
54.
55.
56.
57.
58.
59.
60.
61.
62.
63.
64.
65.
66.



NATIONAL CAPITAL REGION (NCR)

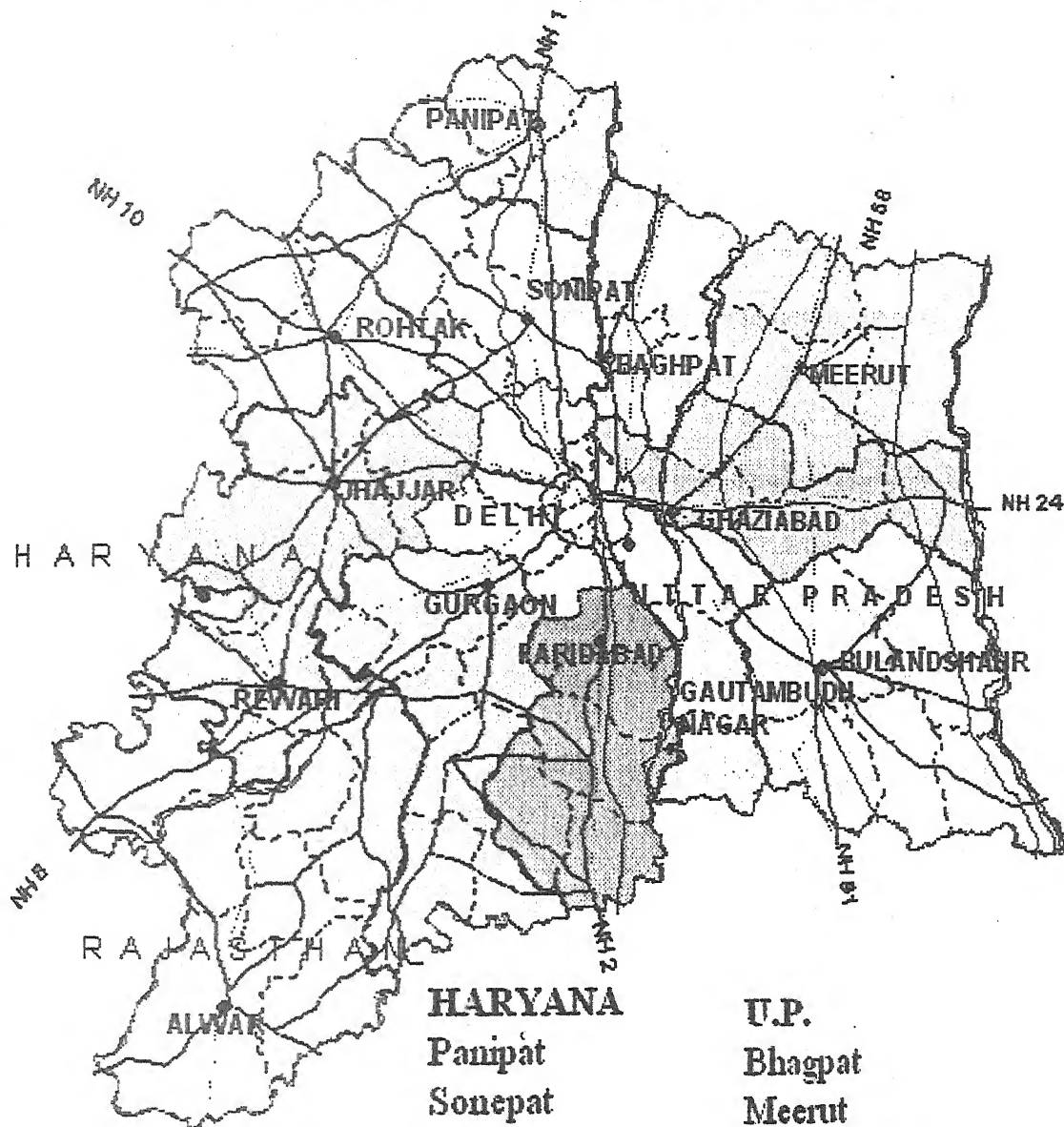
NATIONAL CAPITAL TERRITORY (NCT)



CHANGING FACE OF NCT

FIGURE-I

NATIONAL CAPITAL REGION



RAJASTHAN
Alwar - 7 Tehsils

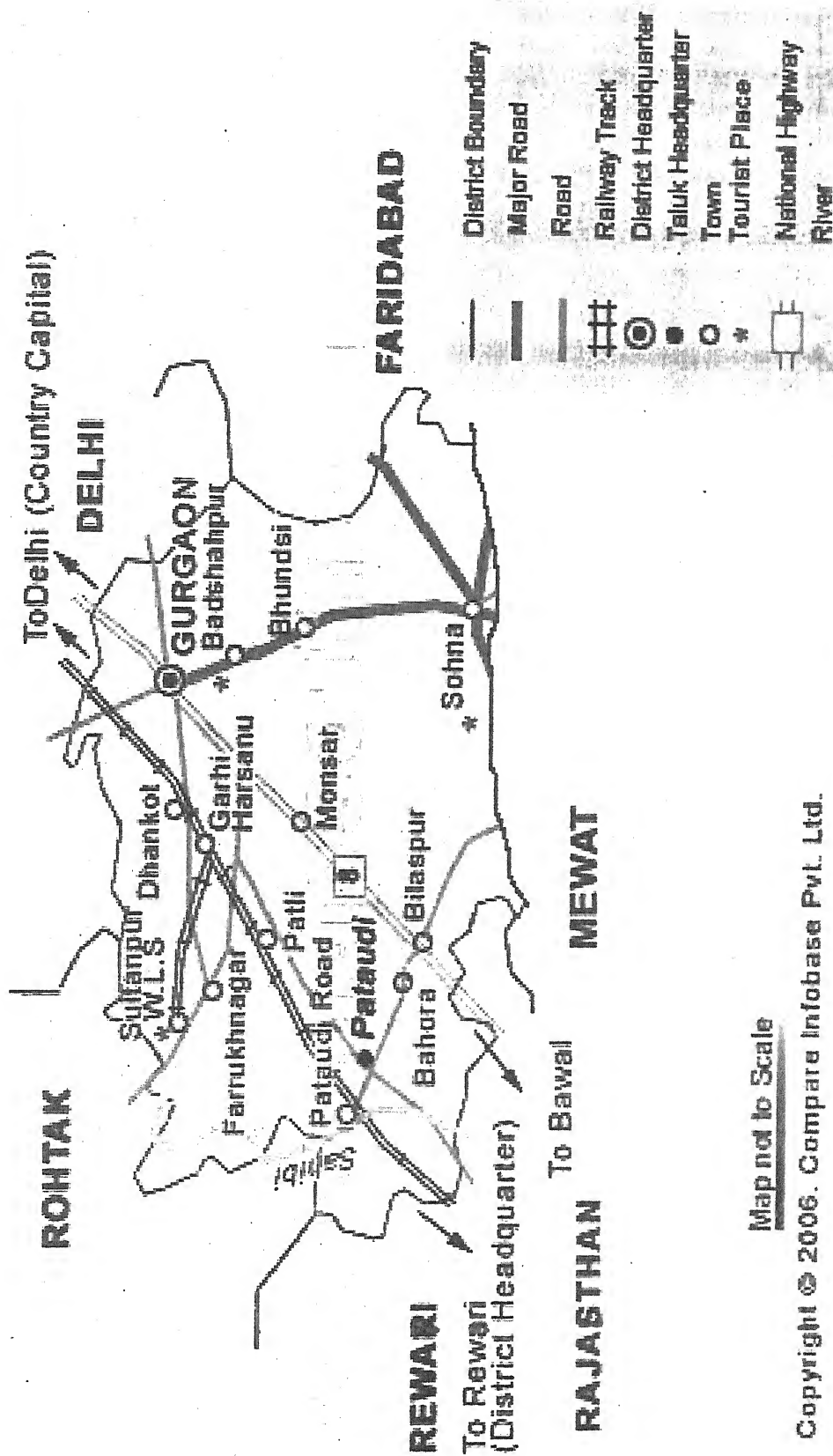
HARYANA
Panipat
Sonapat
Rohtak
Jhajjar
Gurgaon
Faridabad
Rewari

U.P.
Bhagpat
Meerut
Ghaziabad
Bulandshahr
Gautam Budha Nagar

N

GURGAON

Haryana



Map not to Scale

Copyright © 2006. Compare Infobase Pvt. Ltd.

N
A

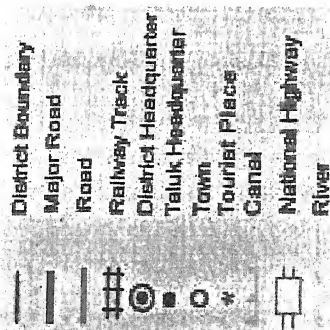
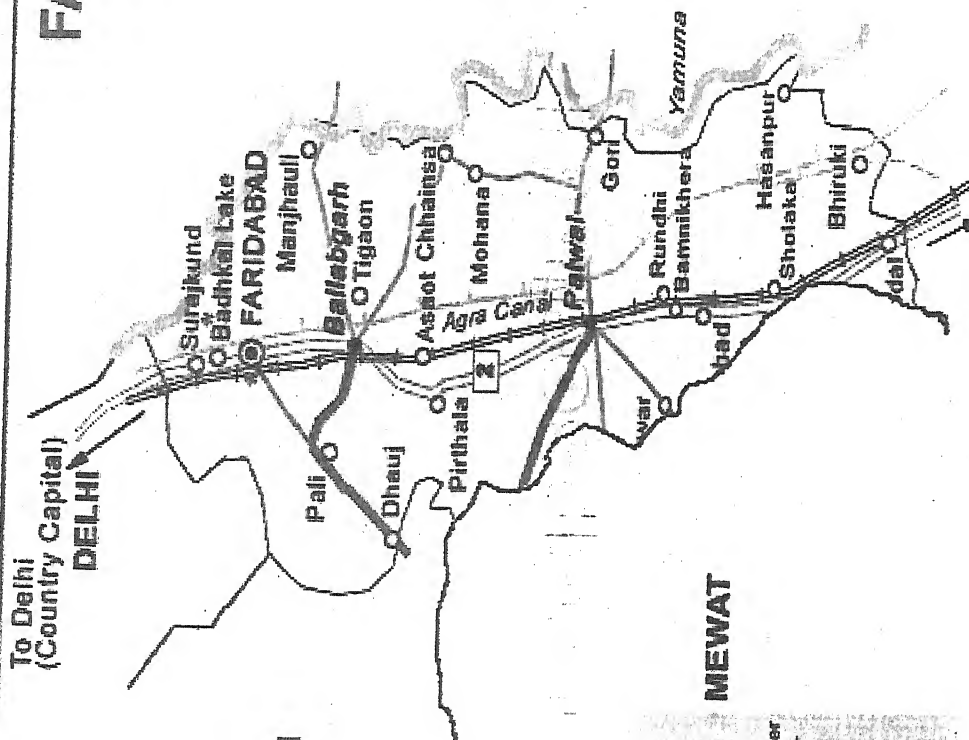
FARIDABAD Haryana

UTTAR PRADESH

GURGAON

MEWAT

To Mathura

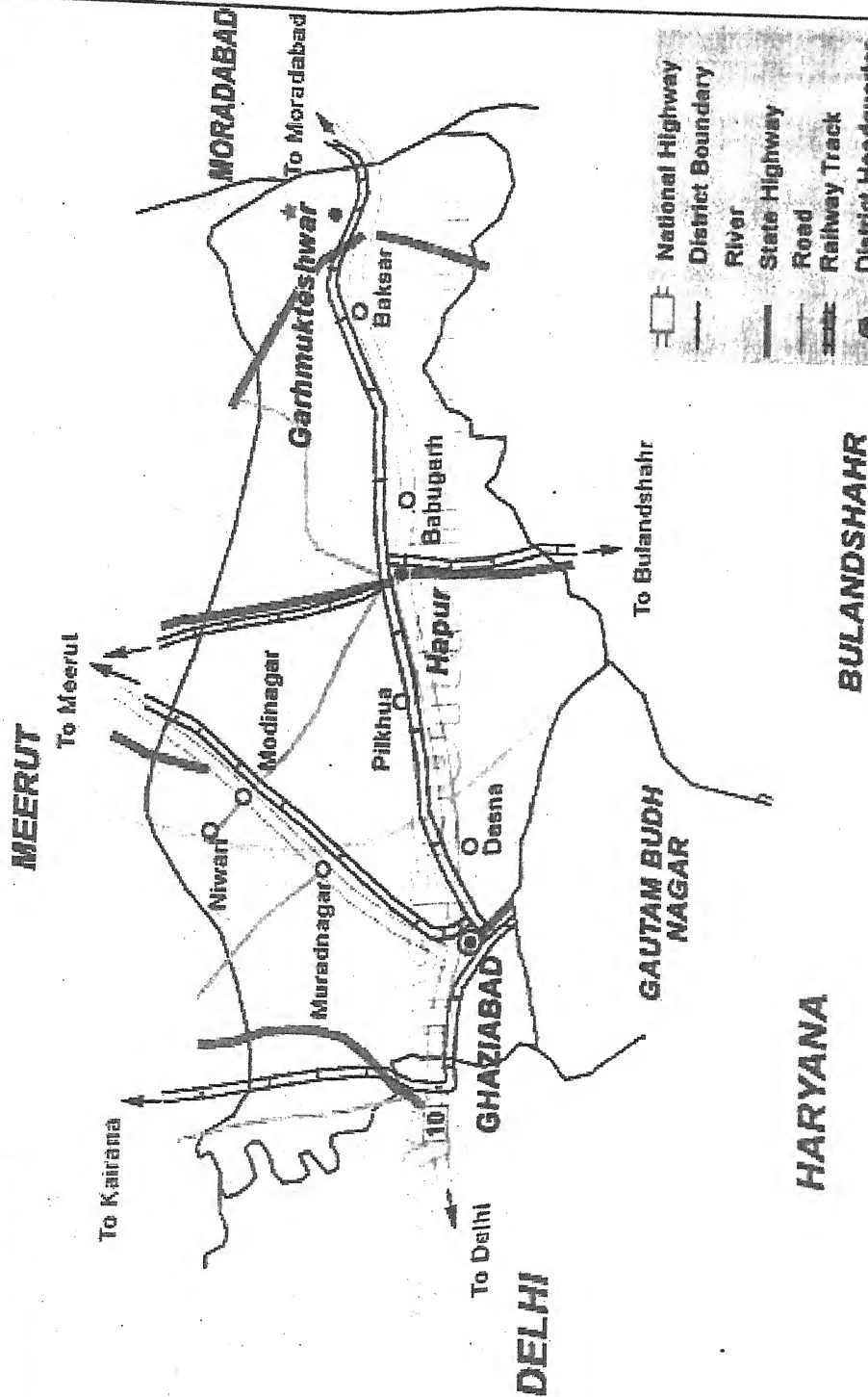


Map not to Scale

Copyright © 2006. Compare Infobase Pvt. Ltd.

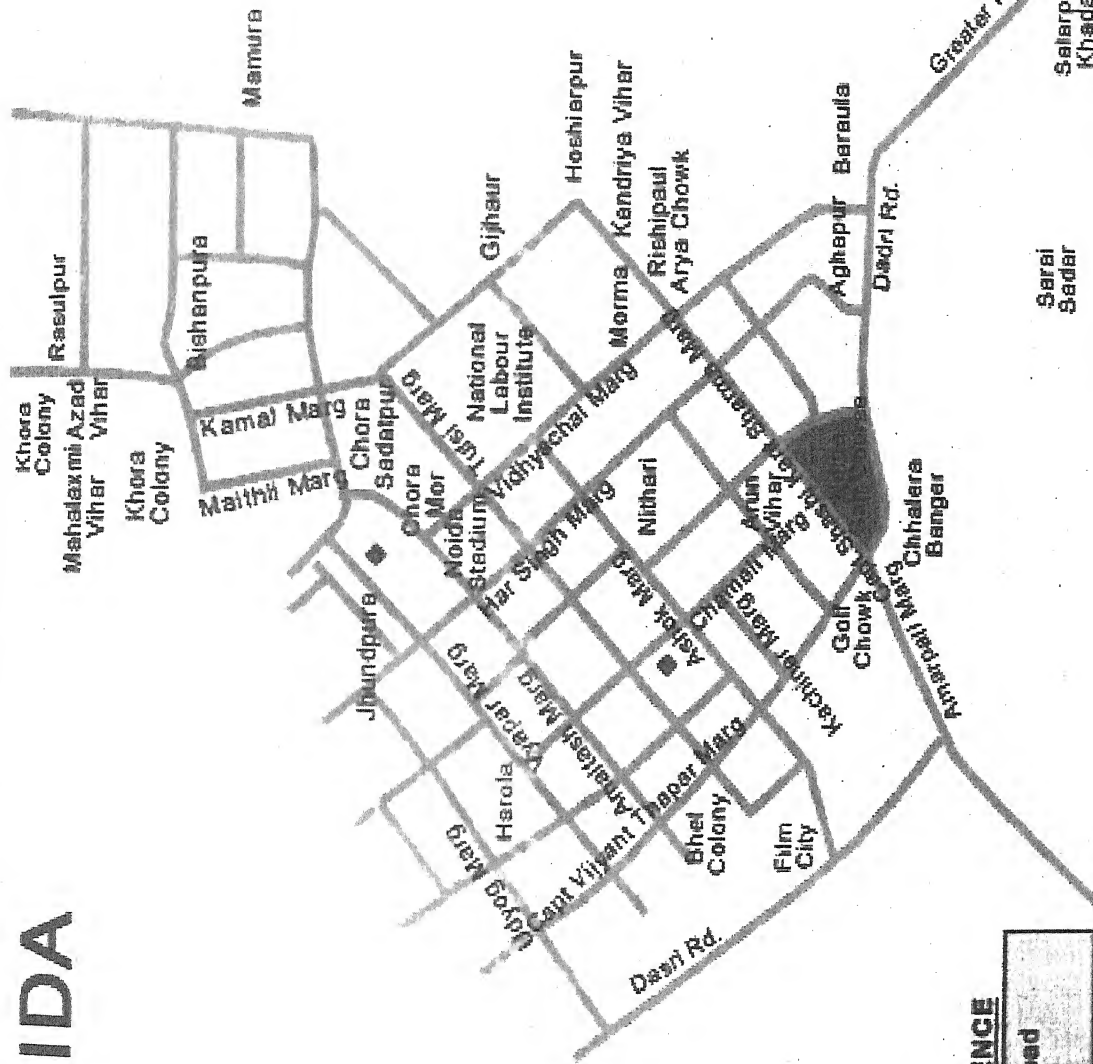
GHAZIABAD (Uttar Pradesh)

N
▲



Map not to scale
Copyright © 2006 Compare Infobase Pvt. Ltd

NOIDA



REFERENCE

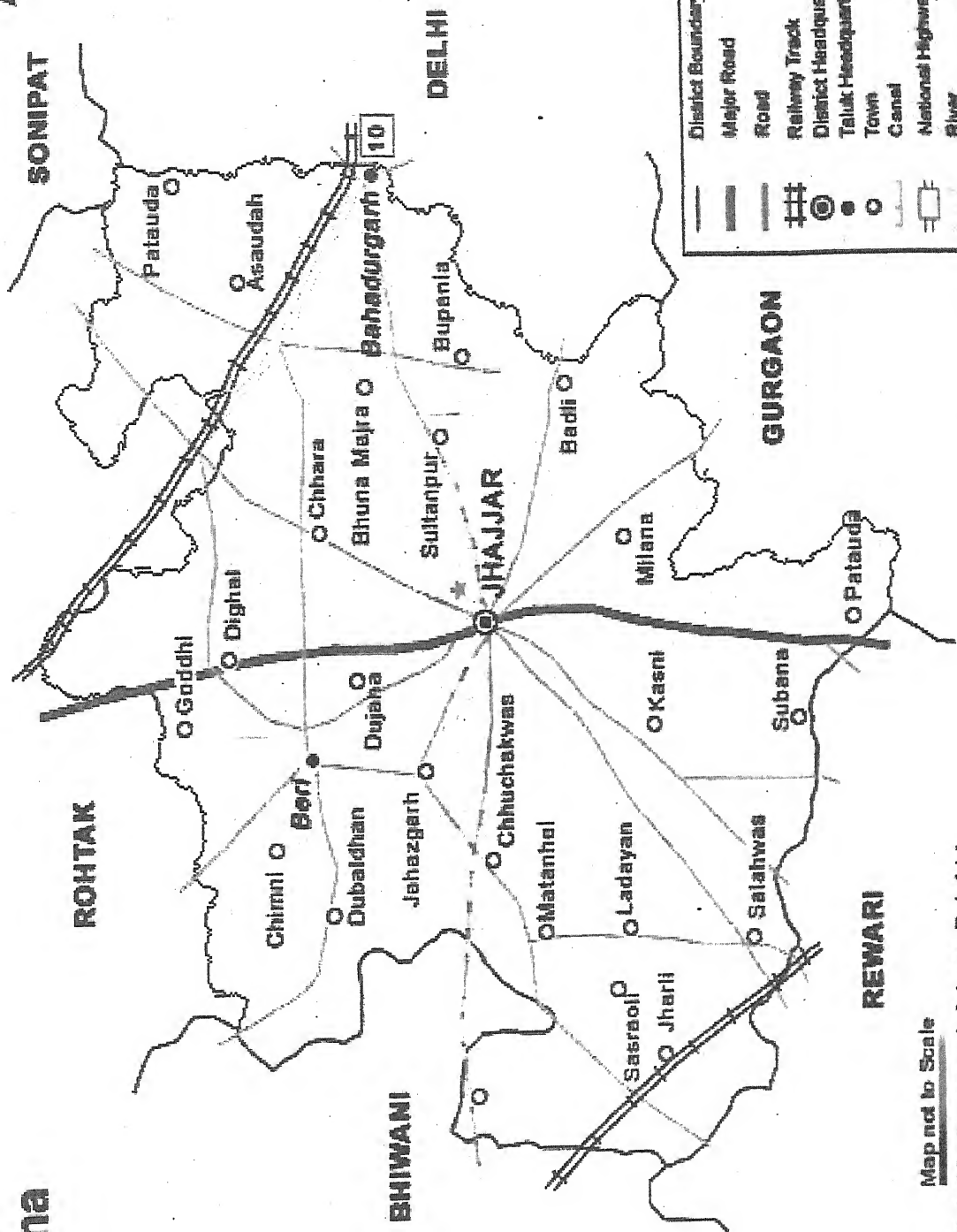


Map not to Scale

Copyright (c) Compare Infobase Pvt. Ltd. 2001-02

Bahadurgarh Haryana

N



Map not to Scale

Copyright © 2006. Compare Infobase Pvt. Ltd.